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ABSTRACT

This book describes how the authors and other progressive-minded citizens in Floodwood, Minnesota, started a community school which literally lifted the community "by its bootstraps" from poverty and economic deprivation into one which became economically self-supporting and culturally enriched. A strong case is presented for community-based education as a promising alternative approach to public schooling. There are five chapters. Chapter I, "A Wilderness Community," describes the early history of Floodwood. A large number of people in the village of Floodwood, located 45 miles northwest of Duluth, Minnesota, were Finnish. Other settlers were French, Scotch, English, Polish, Russian, and Czech. Living mostly on small farms, the residents earned a meager living from working the woods and from dairy cattle. They built an elementary school and a high school. It was a community ripe for cooperative effort toward the improvement of living. Chapter II describes how the community's needs were identified and met. Chapter III contains summaries of some of the many projects and activities through which the school and the community joined forces to improve the standard of living. Examples include the Dairy Improvement Project, the Cooperative Feed Mill, and the Poultry Project. This chapter will be especially valuable to administrators and teachers who are searching for ways to generate greater community interest and participation in the public schools. In chapters IV and V, the authors analyze the administration of the community school program. (RM)

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BOOTSTRAPS

A CHRONICLE OF A REAL COMMUNITY SCHOOL

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Foreword

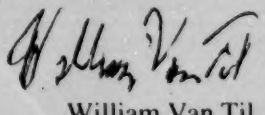
When the history of American education in the twentieth century is written, the historians of education should devote some of their space to colorful personalities who have made an impact on education through their contributions and their personal flair. Included should be such dramatic leaders as Harold R. W. Benjamin, author of both *The Saber-Tooth Curriculum* and scholarly studies in comparative education; Willard Goslin, a superintendent who struggled against reactionary forces in the Pasadena, California, public schools; Morris Mitchell, who advocated and developed community education as a replacement for schooling; and Myles Horton, who founded the integrated Highlander Folk School long before desegregation of Southern schools. To this select list, there should be added Lew Harris who, with his wife Rae, carried out the community school concept in practice in the schools of Floodwood, Minnesota.

Lewis E. Harris and Rae Harris are community-oriented people. For more than 20 years, Lew worked as a principal and superintendent who interrelated school and community through the public schools. Rae taught, served as a principal, and supported the enhancement of community life as editor and publisher of local newspapers. It has been my pleasure to know Lew from many professional meetings and my regret not to have been acquainted with Rae, his wife. So I will talk more about Lew in this commentary.

I came to know Lew primarily through the Spring Conference, a group organized in the 1930s by educational leaders bored with the formal proceedings of traditional educational conferences. The Spring Conference is a discussion group which proceeds without an agenda established in advance. Instead, each participant states what is on his or her mind as to education and the culture. Then provocative people are "tapped" for unrehearsed comments on selected significant content; their ideas initiate ensuing hours of discussion.

In session after session, I have heard Lew speak out for democratic education, call attention to significant social issues affecting the school, and needle school administrators more conservative than he on the inevitable interrelation of school and community. He does so with wit and humor, yet with intensity. He calls on his background as teacher, principal, superintendent, research project director, and executive director of a state school boards association. He is as eloquent now as an elder statesman as he was during his middle years when I first became acquainted with him. At the Spring Conference he never succumbs to the nice-nellyism of conventional educational discourse. There is a salt and savor about Lew's ideas and expression.

The reader has a treat in store. For the Harrises are people of courage and vision. They know of what they speak when they write of school and community. They have been there.



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Introduction

This is a story about a public school program which helped to "turn a community around." It is also the story of the community which as late as the 1920s was still in a pioneer stage of development. The residents were recent immigrants who had come to work in the logging and railroad camps. Most of them were poor, but they were hard workers whose early life in the Scandinavian countries and Finland had conditioned them for the snow and cold of northern Minnesota.

Other early settlers were French, Scotch, English, Polish, Russian and Czech who were devoted to establishing a community with educational advantages for their children. The elementary and later high school education which they built contributed to a richer life for the individual but left the problems of living unsolved. The educated youths would leave for further education and employment elsewhere so did not contribute to the solutions of social and economic problems needed in the community.

The rural residents of the settlement lived on small farms carved from cut-over timberland. Cash incomes came from working the woods in cutting pulpwood, mining timbers, fence posts, railroad ties and birch matchwood bolts. Their dairy cattle were low producers providing little more than food for the family.

A change in the level of living for these people came about largely from the efforts of an educational program backed by a group of progressive-minded citizens who worked with a dedicated faculty to literally lift the community "by its bootstraps"

from poverty and economic deprivation into one which became economically self-supporting and culturally enriched.

This eventually became a community which produced graduates who became local leaders, businessmen, farmers, craftsmen, homemakers, as well as students enrolled in institutions of higher learning. It was a community which could say at its fiftieth anniversary of its first high school graduating class that in the twenty-five succeeding years, not one student had flunked out of college or university, and not one graduate had been guilty of a crime beyond traffic violations or civil offenses.

What were the factors that contributed to this unique experience in the life of a community and its schools? This story of the trials and hardships of a pioneer community is not fiction. It happened here in the U.S.A. It has happened in other communities under different circumstances. It may be a pattern that can be adjusted to other communities that are concerned in achieving the maximum development of its people and resources. It may be a pattern which if adopted by the citizens and educators of a community could help solve many of the social, economic and behavioral dilemmas which face most American communities today.

When a community and its schools become concerned over its problems and utilize those concerns as themes upon which to base learning experiences, there is not an academic subject that could not be utilized as a tool with which to forge decisions affecting those concerns. Community adults and their leaders would then become involved in a dynamic educational program. Learning materials would become real, not stultified, and have more meaning than learning by rote with dull assignments and recitations. Community goals become established and the people and their children become involved in changing solutions that affect all. Artificial standards of grade averages and scholastic points are not the ultimate goals, although these, too, are accomplished.

As this story unfolds, the factors which contributed to successes and failures become apparent and could serve as object lessons to all those who wish to make education a more vital force in the preservation of a truly democratic society in America.

chapter 1
A Wilderness Community

In the winter of 1888, a huge young man clad in a Mackinaw, heavy woolen trousers and lumberjack boots strode along a newly cut railroad right-of-way toward a work camp in northeastern Minnesota. A long-barreled rifle rested in the crook of his arm. He wore no cap over his thick black hair. Entering the camp boss's office he asked for a teamster, horses and sleigh to haul in six deer he had shot and field-dressed.

The man was eighteen-year-old Jean W. New, born in Paris, France, and now the newly hired scout and hunter for the Duluth and Winnipeg Railroad. He had worked his way across the Atlantic on ships and the Great Lakes boats to arrive in Duluth. His new job paid him sixty-five dollars a month plus a two-dollar bonus for each deer he shot for the camp larder.

When the railroad was completed in 1890, Jean New stayed on at the camp site where he operated a fur-trading post, trading with the Indians and the few white trappers who ventured into the area. Later his post would become also the general store, a saloon, and the post office. The boy from Paris was the first white resident and businessman of what is now the village of Floodwood, Minnesota.

Floodwood is situated forty-five miles northwest of Duluth, Minnesota, in the southwest corner of St. Louis County, the second largest county in the United States, second only to King County, Texas. The village lies between the Floodwood and Savannah Rivers as they join with the St. Louis River which flows

southeast through Cloquet and empties into Lake Superior at Duluth.

Early missionaries, fur traders and explorers used these rivers for transportation as they penetrated the wilds of the great Northwest Territory. Explorer Schoolcraft came up the St. Louis River, branched into the Savannah River where Floodwood now stands, following the old Indian canoe routes in his search for the source of the Mississippi. About fifteen miles southwest of Floodwood, Schoolcraft found the one-mile Indian portage over to the Prairie River which empties into the Big Sandy River and in turn into the Mississippi River.

The first permanent residents in the community were fur traders, trappers, and loggers. They did not come to farm but to make their living from the streams and forests, to work as cooks, teamsters, blacksmiths and log-drivers. Early settlers were a mixture of Scotch, English, French-Canadian, Irish, German, Finnish, and Scandinavian judging from the names appearing in various records and from memoirs written by such pioneers as Jean W. New and Garfield Blackwood.

The trek into the newly opened forest land appears to have taken on new impetus in 1890 after the railroad was completed. George C. Blackwood opened a trading post at Wallace Siding about six miles southeast of Floodwood on the St. Louis River in 1891.

That same year a man named John McKay, who was working as a scaler for the Swan River Logging Company, filed a claim on a site on the east bank of Prairie Lake, about seven miles from the railroad siding. He worked for the logging company, walked seven miles each morning and night and packed food and supplies on his back to hew a home from the wilderness. There were native Indians in the community and according to Blackwood, Mrs. McKay often had to hide in the woods from drunken Indians.

Mike Snyder's father brought his family to Floodwood in May of 1890. Mike was three and a half years old. They camped on the banks of the Floodwood River and the next day began a two-day journey up the river to their new homestead thirteen miles north. There were seven children, his mother and father, and neighbors, Mr. and Mrs. John Smith.

Soon the family was busy cutting logs, clearing brush, and gathering birch bark. Mike's job was to build smudges to ward

off the mosquitoes and to watch one smaller brother. A cook stove was up under an elm tree. Fish and game were plentiful so their main diet was bread and wild game.

A few days after their arrival at the homestead they heard some shooting and noise up the river. Around the next bend of the river some Indians were pitching their wigwams. The band was friendly and after they had built their wigwams they came over to help the Snyders with their camp. After the camp was built all hands went to work clearing a plot for a garden. The old Indian Chief, Tom Floodwood, gave them some corn and potato seed. The Snyders had brought cabbage and tomato seed with them. The Indians taught them how to smoke fish and wild game. Nature provided the family with wild berries, wild rice, meat, maple sugar, and raspberry leaves for tea. The Indians helped them tan hides and skins for clothing and other uses.

To earn money for the family Mike's father went to work on the railroad for $1.25 for a ten-hour day. He walked the thirteen miles to work and home every day.

Around 1895 there was an increase in the number of logging camps and settlers coming to the area. Timber was hauled to the rivers with horses and oxen. In the spring the logs were driven down the rivers to be loaded on railroad gondolas and shipped to the mills.

Floodwood was starting to grow. There were two small stores and a large one operated by the Coolidge and Schussler Company. There was a log school house, one church, and a new depot building replacing the first one, a box car. By 1910 there were three saloons owned by Jean New, William Carlin, and Herman Hill.

Very few of the early settlers came with any idea of farming. Those who brought a cow or two either drove them laboriously through the woods along the high banks of the St. Louis River or loaded them in large boats to transport them up the river. A farmer named Louis Graff came up from southern Minnesota in 1902 driving a herd of cattle across the swamp from Wright, Minnesota, a distance of ten miles. He was the first settler to make a serious attempt at farming.

Many of these early settlers filed government claims for home sites. Others bought their land from railroad companies who had received the federal land grant. A second influx of farmers, many of whom were veterans looking for cheap land, occurred during

the years following World War I. In the middle thirties a third group of drought-stricken farmers from the Dakotas moved into the Floodwood area where they found cheap land and moisture.

Occupations, Manners, and Morals

Work on the railroad brought many men and a few families to the place where the construction company located their work camps on the narrow strip of land between the mouths of the Savannah and Floodwood Rivers. Many of those who came stayed on in the little shacks and cabins they had built in which to live while work lasted. The location of the work camps appears to have determined the location of the village of Floodwood.

Much of the pine had been removed in the earlier days by logging companies who used the rivers to transport logs to Cloquet, Minnesota, an earlier logging and milling center. The first sawmill was set up there in 1879. By the time the Duluth and Winnipeg Railroad had been built through Floodwood much of the choicest pine had been floated down the rivers, but an abundance of tamarack, spruce, cedar and birch remained.

The first company to incorporate in Floodwood to engage in the so-called "short stuff" logging filed papers with the Secretary of State, September 26, 1899. The incorporators were Marshall H. Coolidge, Alanson C. Bruce, and Archibald A. Hall. This company was known as the "Coolidge Bruce Co." On July 31, 1902, the company name was changed to "Coolidge, Schussler and Co." The firm under this name continued operations through the heavy logging of "short stuff" and then was taken over by the "Floodwood Timber and Mercantile Company."

Coolidge, Schussler and Company built a cedar post yard on the banks of the St. Louis River with a railroad spur connecting with the main line at Floodwood. They cut and marketed cedar fence posts, shingles, ties, poles, posts, pulpwood, and barrel staves. An account of the 1908 log-drive to clean up the Savannah River and operation of the stave mill in the cedar yard was recorded in the *Floodwood Broadaxe*, the first newspaper to be printed in the village.

Having control over the river flowage rights this company was able to keep out competitors except for small operators who hauled by team, and later by truck, directly to the railroad yards in Floodwood. Disputes arose over the flowage rights on the

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The first sawmill set up in Cloquet, Minnesota in 1879 on the St. Louis River provided a market for timber from southeastern St. Louis county.

The Great Northern railroad yards at Floodwood from which thousands of cords of pulpwood were shipped annually to wood conversion centers at Cloquet and Grand Rapids in Minnesota to points in Wisconsin.

river and at one time an embattled Finnish farmer who owned land on both sides of the Floodwood River objected to the company's log-drivers crossing his land. He stood guard with a 30-30 rifle to see that trespassing did not occur.

The supply of timber in the area grew smaller in a twenty-year span, the cedar yard and spur were abandoned, and the Mercantile used the adjoining railroad right-of-way in the village as a timberyard. This company appeared to have almost a monopoly as buying agent for the various mills and independent operators found it difficult to market their products except through the company. That meant a commission for the company and less profit for the independent logger.

The Mercantile also maintained a commissary to supply logging subcontractors with necessary tools and equipment as well as food supplies for the camps. It was the opinion of many older residents of the community that any logger who failed to get his equipment and supplies from the company store would find himself without a logging contract the following year. Since the company controlled the outlets to prospective buyers, the loggers were compelled to do all their business with the company store, to pay what many seemed to think unjustly high prices for their supplies, and to accept in their orders many articles which they did not want or could get along without.

Over a period of years these opinions, whether entirely true or not, developed distrust for the company officials, despite their many acts of kindness to the settlers in times of distress. The pioneers seemed to resent paternalism and preferred to get fair treatment on their business contracts. Small businesses, typical of the average American town of three to four hundred people in 1925, were found in Floodwood of which the Floodwood Timber and Mercantile was the most prosperous. After an earlier attempt to organize a buying club had failed, a group of farmers organized the Floodwood Cooperative Association in 1923. Housed in an old hall purchased from the Socialist Club it appeared to be making real headway by 1925.

There were several Socialist clubs organized among the Finns during the early 1900s. These early Socialists built log or frame halls which they used for discussion meetings, speakers, plays, and political meetings. They were important factors in early township elections, putting up a Socialist ticket against what they called the "Old Guard." Township elections in Van Buren Township (north of Floodwood Township) were held in the "People's Hall" which was built by the Socialists.

The first telephone exchange was installed in 1912 with six local phones and two rural lines extending two miles north and two miles west of the village. Previously a two-phone connection was

installed in 1907 between the cedar yards and the Coolidge Schussler store in the village.

The first electric power was supplied to the village by the Cloquet Electric Company in 1916. Prior to that time kerosene and gasoline lamps were used with the village marshal making his rounds in the village to refill and light the large lamps fastened on poles.

Roads were constructed and the advent of the automobile and truck changed the isolated aspect of the community's economic and social life.

From 1900 to 1920 there was a marked inflow of Finnish settlers. Many came directly from Finland and others left the copper country of the upper peninsula of Michigan and the Mesabe Iron Range of Minnesota where they had been employed in mines. Some of the people suffered from silicosis or were partly crippled as results of mine accidents. They came to live an outdoor life in the woods area which so much resembled their native country in climate and occupational opportunities.

Development of the Educational Facilities

Provisions for the education of the youth of the community were made as early as 1892 when a spare room of one of the log homes was converted into a schoolroom for the eight children living in the small village. The following year a log school building was constructed and used for six-month annual sessions. By 1900 it was necessary to build a three-room frame building which soon became too small and the Lutheran Church was used for a fourth classroom. Each of the four teachers taught two grades with enrollments of thirty to thirty-five in a room.

A rural school was opened in 1894 in the Cedar Valley community located about fifteen miles north of Floodwood. The building was of logs, the desks and benches of split logs. In 1899, the Moore School, named for John Duncan Moore, an early pioneer and one of the first promoters of rural schools in the community, was opened four and one-half miles north of the village. There were six pupils attending school the first year. At about the same time the Gowan School was started in a log building five and a half miles southeast of Floodwood near the St. Louis River and a mile from the old Wallace Siding which played a large part in early timber operations. In the early 1900s another rural school was built two and a half miles north of Floodwood in

the Van Buren Township and another was opened on Prairie Lake Road three miles south of Floodwood. Before 1910 a sixth school was opened on the St. Louis River six and a half miles northeast of Floodwood. This was called the White Face School after the river which empties into the St. Louis River at that point.

During the summer of 1911 the people of the Floodwood community voted to create an independent school district. At that time four townships, Floodwood, Van Buren, Halden and Prairie Lake, consolidated in order to secure a large enough valuation for building a new school. Halden and Prairie Lake later withdrew to build schools of their own. A brick and tile six-room structure, still a unit of the present school building, was completed in 1911, and named Lincoln School. Four teachers and a principal handled the first eight grades.

By 1920 there were eight teachers in the Floodwood School and an unorganized township had been added to the school district. In 1923 a one-room school was built at Home Acres, eight miles northwest of Floodwood to take care of students from families who had moved into that area. The school board hired a superintendent of schools to supervise the village school and the three rural schools in the district.

In 1912 two years of high school training were added to the school program. In the year 1924 the third year was added and plans were made to keep this class going on to the fourth year in 1925. The high school enrollment in 1922-23 was twenty out of a total enrollment of 331 students in the district.

The move toward complete consolidation of the district began in 1923 when an extensive renovation program modernized the Moore and Gowan schools into two-room units (on the second floor) with a teacherage, lunch room, and indoor chemical toilets on the ground floor. A one-room portable building to provide room for overflow enrollment was constructed adjacent to the Lincoln building. In September the board called for the construction of an addition to the portable building to furnish room for indoor chemical toilets so that this building would conform to the State Department of Education requirements. During this year it was used as a primary grade room. At this time the one-room White Face and Jarvi schools were closed. Some of the students were transported by horse-drawn wagons and sleigh type buses to the Moore School and some to the central school at Floodwood.

It was during this period that the transition from horse-drawn wagons and sleigh buses to motor buses began. According to the minutes of the school district two of the bus drivers had complained that transportation conditions were bad due to the fact that the county was removing snow from portions of their bus routes and replacing gravel on their roads thereby making it necessary to keep all of their route open for wagon travel. During that meeting the board allowed the sum of ninety-cents for man and team for the bus drivers to keep their routes open for wagon travel during the winter months.

The winter of 1924 also marked a transition in the policy of the board of education regarding the development of educational facilities in the community. Dissatisfaction was indicated regarding the superintendent of schools, whom they called by the title "Professor," and two meetings of the board were held during the late winter to discuss the qualifications of the incumbent. These meetings resulted in a motion which failed of passage, that the incumbent be rehired.

Further indication that the board wanted to improve the quality of education in the community was shown by a resolution passed by the board in March 1924, in which the board stated:

> " . . . Inasmuch as it is the board's desire to raise the standard of our schools in a physical and mental way, it is hereby
> RESOLVED that the board go on record as favoring normal (school) graduates with experience as teachers in all of the schools in the district."

Prior to this time not all the teachers in the district had been two-year graduates from a regular normal school. This action on the part of the board was a move to get better qualified teachers with at least two years of training beyond high school. Indications of leadership in the general improvement of the schools is shown by the fact that Garfield Blackwood was the maker of several motions and resolutions designed to upgrade the schools. For the first time that spring the board decided to advertise the official proceedings of their meetings in the *Floodwood Advertiser*.

Graduation exercises for the eighth grade graduates of the district were held on Monday evening, May 28, 1924 in Canfield's Hall, indicating that there was not a desirable or large enough room in the school building in which to hold a public meeting.

Judging from the developments which occurred between 1924 and 1929 another outstanding action was taken by the board in 1924. According to minutes of the board action was taken to hire B. H. Gibbon of Minneapolis as superintendent of schools for the ensuing year for a term of ten months at a salary of $2250 per year. That this action was an important step in the educational development in Floodwood is indicated more clearly in Chapter IV when the growth of the school program is discussed between the years 1925 and 1929. Mr. Gibbon, a veteran of World War I, returned to the University of Minnesota after the war and received his Master's degree in 1924.

From the evidence shown by subsequent developments another important decision was made by the community in the summer of 1924 when they elected two new members to the board of education. They were Earl Garland and Edward Pelto, who ran as a team, and won by 100 to 3 vote over their nearest opponent. Both of these men assumed important leadership roles during the ensuing years and their leadership together with that of Garfield Blackwood had a profound effect upon later developments.

By the middle of the summer of 1924 the remodelling carried on in the Moore, Gowan, and Lincoln schools was completed. The board made plans for the grand opening of these schools to take place Labor Day afternoon and evening. The clerk arranged for prominent educational speakers.

The addition of a third year of high school training necessitated the hiring of another teacher to assist Superintendent Gibbon and the high school principal in the teaching of high school subjects.

The superintendent and the board were seeking to get approval from the State Department of Education to have the three-year school rated as a "high school department." This was the classification used by the State Department of Education for small high schools or for those giving less than four years of work. Concern over the approval is indicated by the space devoted in the superintendent's monthly report to the board in which he described the visit of Theodore Utne, High School Inspector, from St. Paul. Items in the inspector's report which were favorable were cleanliness of the buildings, fine type of teaching in one room, hot lunches, fine discipline, and satisfaction over the high school course of study. The recommendations included provision for a science laboratory, another set of encyclopedias, a regularly appointed librarian, more library books, a system of

permanent record cards, division of first and second grades, not more than forty children to a room, and installation of a kindergarten as soon as possible.

In September 1924, there were 321 students enrolled in Independent School District No. 19 according to the census compiled by the superintendent. An interpreter accompanied the superintendent to the rural areas because many of the Finnish-speaking people could not understand English.

That same fall two teachers were added to the staff, a young lady to teach high school subjects, including Latin, and a man as high school principal to teach manual training.

A desire to institute some student activities in the fall of 1924 became evident when the superintendent reported the organization of a "Basketball Association" and asked the board for financial support. In the early part of October county 4-H Club agents were invited to speak to the students about that activity for both boys and girls.

The first indication of the Floodwood school extending its facilities beyond the school children was evidenced in the organization of naturalization classes in the year 1924-25. Night school classes in Americanization were conducted at the Moore, Gowan, and Lincoln schools. Adults attending were required to pay a small tuition. Twenty-two took advantage of this opportunity for self-improvement according to the superintendent's report.

A move to secure parent cooperation was made by Superintendent Gibbon through the organization of the first Parent-Teachers Association, October 17, 1924. Sixty-four people representing each school in the district attended the first meeting.

Further indications of the attitude of the board, augmented by the board members elected the previous summer, is shown by a resolution which they passed stating:

> "We hire teachers upon the recommendation of Professor Gibbon. Also that the board take his recommendations into consideration in arriving at the salary to be paid each member of the faculty for the ensuing year."

During this same meeting the board voted to rehire Superintendent Gibbon at a salary of $2700 for twelve months. The vote was unanimous. This was the first time that a Floodwood board had hired a superintendent on a twelve-month basis and it was the highest salary ever paid to the educational leader.

Potatoes were the only cash crop besides timber products and it was the custom of the board to designate "Potato Week" during which the schools would be closed so that children could help harvest the crop. The superintendent noted that even after the week was over, attendance was still poor.

The economic status of the people was reflected in this same report. It is pointed out that two children were not in attendance but as their sixteenth birthdays were approaching they were not being compelled to attend school since "it is evident that these two students are badly needed at home and I think it is advisable to let them discontinue." One of those two boys twenty-five years later became a school board member and actively opposed progressive changes in the school curriculum especially in regard to the general education program.

Such was the scene in 1925, less than forty years since the first white settler and trapper roamed the wilderness with his long rifle many miles from the nearest settlement. In that short time Floodwood had grown from a junction on a canoe route to a railway station stop and the junction of two state highways. It had grown from a primitive state to an organized community with a minimum of community services and a growing economy.

Far-sighted and conscientious citizens were aware of the need for a comprehensive education for its youth and had taken initial steps in that direction. When this little pioneer community established a four-year high school in 1925 it caught up with older communities in America where high schools and academies had been common for fifty to a hundred years.

Supt. Gibbon was determined to have the high school fully accredited with the State Department of Education regulations. To accomplish this he needed a fully certified high school principal. While he was working on his Master's Degree following World War I at the University of Minnesota he met another war veteran also working on his master's degree. His name was Roger M. Peet. The two men became fast friends and in the spring of 1925 Gibbon recommended Roger M. Peet for the post of high school principal at Floodwood. Gibbon went to Floodwood in the summer of 1924 and Peet took over his duties as high school principal in the fall of 1925 after he had completed his degree requirements.

In the spring of 1925 while Peet was still at the University, Ben Gibbon came to Minneapolis to interview a teacher who was enrolled at the University. The interview took place at Mr. and

Mrs. Peet's apartment. The candidate was Lewis E. Harris for the position of seventh and eighth Industrial Arts teacher, coach, and the teacher of other junior high school subjects. The interview was successful and the board of education approved Gibbon's recommendation to hire Harris. In late August the twenty-one year old teacher stepped off the midnight train at the dimly lit railway station and made his way to a neat two-story hotel about a block from the station. The hotel sign was the only light visible on what turned out to be Main Street.

This young teacher had grown up on a farm in the fertile farm land section of southern Minnesota. After finishing the eighth grade in a country school he graduated from a very modern high school in a small city. After two years teaching a rural school in the plains of South Dakota and a two-year diploma from Mankato Teachers College, he enrolled at the University of Minnesota to work toward a Bachelor's Degree. This was interrupted by a letter from the Floodwood superintendent of schools who invited him to join the staff of Floodwood school.

As a high school student he had worked summers and vacations as a construction worker, carpenter, and cabinet maker. At Teachers College he took industrial arts courses and was qualified as an industrial arts teacher. As a college student he had participated in dramatic, musical and athletic activities and was considered a fairly good athlete.

The Floodwood position seemed attractive as an opportunity to have a pioneer experience much like that of his parents and grandparents when they came west of the Mississippi to take up claims on the plains of southern Minnesota before the Civil War.

The decision of the Floodwood superintendent to hire this teacher seemed to rest primarily on the young man's athletic ability. The school had no organized athletic teams and the community, as well as the school board was eager to begin that type of activity for its students. That seemed to be his principal qualification for the position although his contract read "to teach seventh grade and manual training."

The morning after the new teacher's arrival, Superintendent Gibbon showed him the town and the beginning of the new addition to the school. Walking down the main street, which was one block in length, the men passed many vacant lots between buildings. Just across the street west of the hotel was a large well-built modern brick building which housed the offices of the Floodwood Timber and Mercantile Company. On the southeast corner

stood a bank. The other buildings on the street were a drug store and a partially vacant two-story frame building. In the center of the south side of the block was a brick garage building. Set back from the street east of the garage was a small brick building which had the appearance of a block house. It was the town jail, fourteen feet square, with small high windows. A frame restaurant and a stucco garage completed the buildings on the south side of Main Street, which for the most part, were separated from one another by vacant lots. Next to the hotel on the north side of the street, also separated by vacant lots, was a squat frame building, the general store, and east of it a brown frame building used as a combination tire shop and dwelling. Set back from the street in the center of a four-lot area was a white frame church. The only other building on the north side of the street was a small frame building used as a coffee shop.

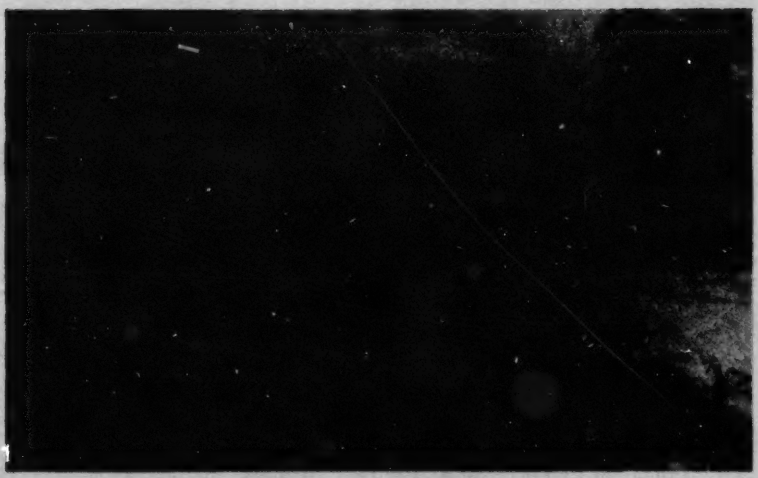
After they had walked down the street and had turned north toward the bridge the young teacher asked Mr. Gibbon where the main part of town was located. When he said that they had just walked down the main street the teacher was chagrined at the reflection he must have cast upon the town but the superintendent laughed it off as a joke.

An amusing sidelight to this incident is that on Roger M. Peet's first visit to Floodwood he had asked Gibbon almost the identical question as to the location of the main part of town and Gibbon replied, "You just came through it."

The small steel bridge spanning the Floodwood River was built on concrete abutments and on one of the steel girders was a plate marked "Built in 1918."

The river itself was brown in color from the muskeg swamps through which it flowed. It moved slowly as it had a drop of only one foot in its twenty-mile length from its source in Floodwood Lake. The main street boasted the only sidewalks and they were uneven having been built by different business men at their own expense and often had drops of four to six inches in the levels from store to store. The two men used the road to walk the two blocks north to the school.

Ben Gibbon was a voluble, enthusiastic person who was very excited over the new addition to the school. The previous year, there had been a tremendous community campaign to get a favorable vote on the bonds. One of the slogans used to entice voters for the bond issue was "Vote for the New Community Hall." Gibbon had decided that this was a good vote-catching



Looking west from the only highway bridge spanning the Floodwood River in the village, deciduous hardwood trees are found growing on the once abundant white pine ridge.

term to use for the gymnasium which was to be part of the new school building. Beyond that, he had hopes that the gymnasium-auditorium would become a community center, and he spoke in glowing terms of the prospect of having community meetings held in the school rather than in the dingy private hall in which public dances were also held and movies shown once a week.

As the two approached the site of the school the old six-room brick building erected in 1911 stood in lonely relief against the wooded background fringing the village. The only evidence of the new building addition was what appeared to be a pit with water two and three feet deep at the bottom. This was the excavation and the builders had struck a spring. Piles of building materials were scattered around the school yard and huge piles of clay from the excavation had been dumped on the west lawn making it look like a city dump yard.

The addition was originally planned to be completed for the opening of school, October 1, 1925, but delay in the delivery of steel girders had dashed that hope. Footings had been poured at the bottom of the excavation and some of the concrete retaining walls were already made. A section of the wall of the original unit had been torn away to make ready for connecting the two units.

Superintendent Ben H. Gibbon and High School Principal Roger M. Peet and their wives inspect the steel girders in the erection of school addition in 1925.

Besides the "community hall" or gymnasium, the new construction was to contain two small shower rooms, and a balcony with a fireproof projection room equipped with an arc light projector. First floor plans called for three classrooms, a superintendent's office, and a remodeled girls' washroom. On the second floor were to be a large assembly room, a science laboratory, and a high school principal's office. Two sub-basement rooms in the original unit were to be remodeled for use as a food laboratory and a sewing room. A new steam boiler and a large ventilating fan were being installed in the boiler room of the original unit which also housed the water pump and two five-hundred gallon tanks.

On the north side of the building stood a pile, at least three hundred feet long, of tamarack wood. Mr. Gibbon explained that wood was used exclusively to fire the school furnace and that there was considerable competition among the farmers in the area to furnish wood for the school.

Organized on an eight-four plan the school had five secondary and nine elementary teachers. This included the superintendent, an eighth-grade teacher also assigned to teach domestic science to seventh and eighth grades, and the new seventh-grade teacher who was to teach manual training to seventh and eighth grades. Five teachers staffed the Moore, Gowan, and Home Acres rural schools.

With the high school enrollment constantly growing and now for the first year, 1925-26, a full four-year high school, the superintendent had plans for an enlarged student activity program with an emphasis on athletics. The boys in the high school had played a few basketball games the previous year but with no regular coach to guide them. It was planned that in 1925-26 a full schedule of games would be played. The girls also wanted to have a basketball team and it was to be the duty of the new seventh and eighth grade teacher to coach both boys' and girls' basketball.

The program of studies in the secondary school was a typical college-preparatory program with Latin being taught for the first time in 1925. Although seventh and eighth grade girls had what was called a "domestic science" period, the boys in the same grades, a "manual training" period, there was no attempt to carry this type of teaching into the four-year high school. The young woman who was to teach domestic science had no training for teaching, but she was a good cook and handy with the needle. The new seventh grade teacher had finished Teachers College with a major in industrial arts so that he was qualified for a state certificate. For the first year, 1925-26, all of the elementary teachers were to be two-year graduates of Teachers College or a normal school as it was known then.

The superintendent took the new teacher on a tour of the countryside in the new Model T Ford roadster which the school had purchased. Along the road, they saw piles of eight-foot pulpwood, one-hundred inch mining timber, railroad ties, cedar posts, and other types of timber products, cut by the settlers and hauled to the road by team to be picked up by truck. Most of the houses were originally made of logs and some of them had been subsequently covered with siding. Nearly all of the small barns were made of logs. People heated their homes with wood which they cut from their own land and sawed into stove length either by hand or with a home-made sawrig powered from the hub of a jacked-up automobile. Very few farmers had tractors.

Around the farms were small clearings of two to ten acres for the most part bordered by stumps which had been blasted out of the ground and hauled to the outside edges of the field to form fences. Some places had fences made of loosely piled stone which had been picked from the fields by hand and hauled by stoneboat. Clearings south of Floodwood contained an unusual amount of rock because of the old glacial moraine which could

be clearly seen about halfway between the village and Gowan.

The farm families were large, several having eleven and twelve children, although the average was six. For the most part they were part-time farmers who did not plan to make a living from their small clearings. A typical small farmer would have four or five cows of the scrub variety and therefore rather low producers of butterfat. The small fields produced some feed, mostly hay, for the farm animals, and in a few cases, vegetables for the family table. Finnish people were not gardeners and the best gardens would be seen at the Polish, Scandinavian, and Bohemian farms. For income most of the settlers would try to get a contract to cut a certain number of railroad ties, fence posts, or cords of pulpwood. They used their horses in the woods to skid the timber to the main roads but hauling to the railroad yards was done by sleigh and truck.

The majority of people of the countryside were Finnish with a sprinkling of Bohemians, Russians and Scandinavians. In the village itself there was still a nucleus of the original settlers and their descendants, some of whom were Swedish, French Canadian, Scotch, English and French.

Among the Finnish people there were essentially two groups. There were the church Finns and the non-church Finns. Among the church Finns the occasion of baptism called for a family celebration with neighbors coming over and quantities of food and coffee being served. Birthdays and namedays were celebrated. In the case of namedays certain names were associated with dates on the name calendar. On such a date all the people with the name of Toivo, for example, would get together and there would be a considerable celebration. Confirmation in the church was also the occasion for a social gathering, and weddings were regularly celebrated. Usually the couple involved gave a wedding dance at the local hall in the village or in one of the country halls. These wedding dances were the occasion for much boisterous merry-making on the part of those not particularly temperate in their habits. It was a free dance put on at the expense of the bridegroom. Music usually consisted of an accordion, a violin, and sometimes a set of drums or a guitar, but just an accordion or violin often furnished all the music needed for an old-fashioned hoe-down.

A Country Dance

The nature of some of these country dances can be well illustrated by the experience of the new teacher, who being single, escorted two women teachers to one of these dances. They went to Toivola, twenty miles distant, in one of the home-made buses then being used. The school bus, incidentally, had a rather crude body built of ceiling board on a wood frame bolted to the rear end of the truck. Since it was the prohibition era, homemade liquor was available only from hip pockets at the dance. Everything went smoothly in the early part of the evening with the crowd seeming to be having a good time. Later on, after the "moon" had taken effect on some of the young men, a fight broke out. In the flash of an eye, the entire dance floor was a bedlam of men with swinging fists and women screaming and dashing for the sidelines to climb the row of chairs along the walls of the hall.

In one corner of the room stood a huge round oak stove used to heat the building. The fighting men crowded into this corner, knocked the stove over, and as one of the men went down, the ring from the top of the stove went around his neck. He crashed to the floor with three or four others on top pummeling and attempting to choke him. The man on the floor happened to be very powerful, over six feet in height, and with one mighty heave he came up with his attackers flying in several directions. About that time a local constable tried to stop the fight by drawing his pistol. When some of the men saw the weapon they immediately converged upon the constable who turned on his heels, dashed to his car, and locked the door for safety. That seemed to take most of the fighters out of the hall, whereupon the music resumed, women climbed down from chairs, tables, and benches, and the dance started in full swing again.

Fights of this nature were made particularly vicious by the fact that many of the Finns carried knives (known as "puuka") and when they got into fights they were not averse to taking them out, drawing their thumbs back a quarter to a half inch from the tip of the blades, depending on how deeply they wanted to cut, and then slashing away at their adversaries. Pop and whiskey bottles were often broken over heads of opponents and the morning after such a country dance resulted in a great deal of work for the local doctor.

On the morning after the particular dance described, the young seventh grade teacher had his first initiation in being an assistant to the local doctor who asked him to hold down one of the fighters while he put in a few stiches. When the teacher noticed that the doctor used no anesthetic, the doctor laughed and said, "Oh, he's well anesthetized. He's feeling no pain."

People in the community were unusually hospitable and considered it somewhat of an honor to have a teacher or "professor" stop at their homes. When the two men drove down the road in the Model T. Roadster and stopped at a farm home an invitation to come in and have coffee was inevitable.

In one of the typical Finnish homes with a bare board floor, scrubbed until white, one would smell the aroma of freshly baked biscuits and coffee cake and it seemed that the coffee pot was never empty. To refuse an invitation to have coffee was the worst affront one could give a farm woman. In fact, one year when the superintendent was taking census and did not stop at one farm home because he knew that all of the children had finished school, he hurt the feelings of the woman of the house by not stopping in. Several months later this particular woman met the superintendent at a store in the village and started to berate him, saying, "You mad me. You no look my house." She thought the superintendent was angry at her and so did not stop in to pay a visit.

Funerals were another occasion for family and neighborhood gatherings. When a member of the family died all women in the neighborhood gathered at the home of the bereaved bringing cakes, pies, baked dishes, and other food which was used to feed the relatives, as well as the visitors, who came for the funeral. During the church services, at the close of the sermon, the minister would announce that coffee would be served at the home of the bereaved or in the church basement after the services at the cemetery.

Sauna

Perhaps the best known social institution among the Finnish people was the sauna. These home-made steam bathhouses were usually separate from the home, made of logs and in later years of frame material. The two-room buildings would have an outer dressing room and an inner steam chamber. They were simply built with a pipe or tile outlet for drainage and a rough stove for

heating. Made of an old oil barrel, a piece of sheet metal or of concrete, the stoves would be heaped with small stones. The chimney outlet was made with a series of elbows and short connections to allow the smoke to circulate and heat the rocks before going out of the chimney. A fire was made in the firebox and after three or four hours the rocks would have become heated to a high temperature. If the stove was of the type which would permit smoke to be carried up the chimney the fire could be maintained for any length of time, but in the earlier more crude heating devices, the smoke filled the room as there was only a hood above the rocks to take the smoke through the roof. Then the fire would have to be raked from the fireplace, and the doors opened to allow all the smoke to escape before the steam chamber was ready for bathing.

Bathing consisted of disrobing in a dressing room, entering the steam chamber, filling pails with water, and dashing some water upon the hot rocks. This caused steam to circulate within the steam chamber. Bathers continued to throw water upon the rocks as long as they could stand the temperature. The intense heat caused the bathers to perspire profusely. When the bathers had enough steam, they would stop throwing water on the rocks and allow the temperature in the room to diminish.

Switches made of cedar boughs, or tender oak branches were used to flail the arms, legs, back and stomach after the perspiration started to flow. This increased the circulation and removed the dirt. Such switches were standard equipment in every Finnish bathhouse. Then the bathers would soap themselves with homemade soap and rinse off by pouring whole buckets of water on top of their heads and letting it run down. Many would end the bath with a shower from a bucket of cold water. In some cases the sauna was located near a lake or a river, and bathers would run down for a plunge after the steam treatment. This would stop the flow of perspiration and the bathers would then be ready for brisk rub-downs with coarse towels before donning clean wearing apparel.

The sauna is a social affair among the Finnish people. A friend is invited for a bath with no implication that he needs a bath. This is a friendly gesture which is made only to those people whom the family consider clean enough to use their bathhouse. Thus complimented, the visitor will be invited to the home where he will find coffee, rolls, cake and cookies on the table. Those going out for a bath will go about the business of bathing while the

others remain in the house drinking coffee and visiting on subjects of mutual interest.

In the early days it was customary, and still prevails to some extent, for the entire family to go to the bathhouse at one time, thereby resulting in a freedom of relationship seldom seen in modern families. The effect of this custom is completely wholesome. Sometimes when visiting couples go to a neighbor's home for a bath they will bathe together. The most common practice, however, is for the women to go out first, have their bath, and then return to the house to brew another pot of coffee while the men go out to take their bath.

The bathhouse session often took on the aspect of a forum. After cleansing, the bathers liked to sit in the dressing room to cool and to allow perspiration to stop completely before putting on their clothes. During these periods a great many profound discussions were carried on in which the affairs of the community, including political affairs of the township, the village, the school district, the county, in fact any of the affairs of democracy were often discussed. It was during some of these "cooling" sessions that a great many ideas were hatched in the Floodwood community, particularly in regard to the cooperatives.

The curl of smoke coming up from the small buildings, approximately fourteen by eighteen feet in size, was an indication that it was Saturday afternoon and that the family was preparing for its usual Saturday evening bath. During the summer smoke was seen more frequently, particularly during haying season and at other times when other types of work left the family dusty and grimy. Then the bathhouse was heated every evening and it was the duty of one of the younger members of the family to see that wood was carried to the bathhouse and the fire lighted.

Nearly all the farms had roothouses in which they stored vegetables, mainly potatoes and rutabagas, for winter use. They also had telephones, and for a special reason. Forest fires were a constant threat and in 1925, the young teacher met many people who remembered vividly the terrifying scenes of the 1918 forest fire which swept away large portions of northeastern Minnesota forests. Each township had its own fire warden. Because of the importance of preventing fires townships had undertaken the expense of building and maintaining telephone lines. It developed later that this was an illegal expenditure, but the lines were in and paid for before the farmers discovered that it was illegal. The cost of maintaining these lines was charged against fire-fighting

equipment in the township budget. If a farmer spotted a fire in his section he called the fire warden who in turn called neighbors together to form a fire-fighting expedition.

The diet of the people was simple, supplemented by wild game, fish, and wild fruits. Deer were plentiful and illegal hunting was not uncommon.

Country roads were narrow and rough. Many were levelled from the banks of ditches dug by the state in 1918 dissecting the swampland at mile intervals. The ditches provided homes for beaver and a mating ground for wild ducks. Beginning four and a half miles east of Floodwood, a road, sixteen miles in length, ran on a "corduroy." This was made by laying logs four to ten inches in diameter side by side, and covering the logs with a layer of gravel. In some places the road actually floated, and was impassable during the spring of the year.

As a whole, the countryside presented a dilapidated appearance. Forests for the most part had been cut-over or burned. Houses and farm buildings were small, run-down and unpainted. For short distances north and south of Floodwood farm homes appeared to be better kept. Most of the people spoke with some kind of an accent. The most common was Finnish and it was amusing to note that some people of old American ancestry, who had grown up in the community, knowing only the English language, spoke with a Finnish accent. Polish, Bohemian, Russian, and Scandinavian accents were also common. An interpreter was a necessity for an outsider doing business.

As previously stated there seemed to be two groups of Finnish people in the community, the church Finns and the non-church Finns. This cleavage seemed to stem from the old country where the Finnish Lutheran church was a state church. The church was thus associated with the oppression which many of the working class had suffered in Finland. A great many of these non-church or "Red-Finns" as they were called by the "White-Finns" were socialists and during the early days built halls for their meeting places. They originally carried on study groups and held discussion meetings, but there was little of this activity going on in 1925. Some of this group were "Wobblies" or members of the International Workers of the World. They had come in contact with this organization when they first immigrated to this country and worked in the copper mines on the Upper Peninsula of Michigan. They were not a large group and far from violent, but their influence was felt in any kind of meeting they attended. The

old men were well schooled in parliamentary procedure and were quick to raise a point of order in any public meeting which was supposed to be carried on in a parliamentary manner.

It was generally believed that among the so-called Red-Finns there were also some real Communists. It required the political sophistication of an old "Wobbly" to tell the difference between an honest-to-goodness Communist and the others of the non-church Finns who were merely protestors and wary of church domination. Failure to understand these fine differences often resulted in much loose talk and name-calling in the community.

The church-Finns, for the most part, were prominent in business in the village and were likely to be members of the Kaleva Lodge, a fraternal group whose work was associated with the epic Kalevala. Some of this group were called "Swede-Finns" since they came from a part of Finland bordering on Sweden. They were somewhat scornful of the common farmer or worker.

There were only five businessmen on the main street who were not Finnish in 1925. The depot agent was also a non-Finn. The more prominent businessmen who were Finn or Swede seemed to make an effort to appear Americanized. They could speak the Finnish language, an asset in their business, but were ashamed of that when talking to outsiders or newcomers to the village. Many of the businessmen were members of the Masonic Lodge and utilized this means for wider contact by attending lodge and dinner meetings at nearby Duluth and Cloquet temples. These men would often encourage young men to apply for membership in the lodge. This would bring added prestige and mean admission into a more or less select group of leaders in the community.

The Roman Catholic church drew its members from the Polish, German, Bohemian, and Irish people in the area. There were many with anti-Catholic sentiment in the community and in the fall of 1925 some men who were purportedly members of the K[illegible] Klux Klan burned a cross in front of the Catholic church when a Catholic citizen filed for village councilman. Some members of the school board were opposed to hiring Catholic teachers and sometimes cast their votes against their election to the staff. This feeling was even more keen if the teacher had graduated from a Catholic college.

There were a few Russians in the community who were members of the Greek Orthodox church but they did not have a church in the community.

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The old families were principly members of the Methodist church which occupied a four-lot space on the main street. The land for the church had been granted by the railroad in the original plotting of the town. It had a small congregation and most of the money raised for maintaining a part-time pastor came from the small group of more prominent businessmen. Some of these were Finns and membership in the Methodist church seemed to be a part of the upward mobility of those families.

It was by driving along the railroad siding in the village that the main business activity of the community was evident. Along the loading platforms and filling the entire right-of-way there were piles and piles of freshly cut railroad ties, rank upon rank of spruce and balsam pulpwood cut into 100-inch lengths, huge piles of green tamarack poles used for mining timbers, stacks of cedar fence posts, some piles of the larger logs for lumber, and birch cut into forty-two inch bolts to be shipped to the match and toothpick factory at Cloquet. The railroad siding was about a mile in length including the spur which ran down toward the mouth of the Savannah River and the now unused "cedar yard."

Last log drive down the Floodwood river in the Spring of 1926.

Along the siding, timber loaders would be at work with a pad over one shoulder to provide a cushion as they carried the green birch ties from the piles and loaded them onto railroad cars. It took a powerful man to shoulder a green birch tie and the less strong would work in pairs.

Timber loaders shoulder heavy tamarack mining timbers as they fill waiting cars at the mile-long siding in Floodwood.

Men made pretty fair wages loading these timber products, but it left its mark on them physically as they suffered from weak backs, rheumatism, and arthritis in later years. A green tie weighed at least two hundred and fifty pounds and the ability to shoulder a tie was a mark of prestige and a standard of strength among the young men of the community.

A workman peeling cedar posts at the railroad siding in Floodwood. Speed in the operation was a source of pride and income as they were paid by the piece.

There were several long low buildings along the east side of the railroad right of way, adjacent to the main street, used for potato warehouses. Here the farmers brought in wagon loads of potatoes in sacks to grade and ship. As previously stated, timber and potatoes were the main cash crops of the community.

Most of the retail business in the village was done by the Floodwood Timber and Mercantile Company. Commonly called "The Merc", the brick one-story building had a terrazzo floor, two large display windows and well stocked shelves containing anything a family needed to buy. A full basement provided extra storage and a corner where confidential business conferences were held. In the late afternoon, around quitting time, this basement corner often provided a hideaway where some of the management and friends might "spike" some near-beer or mix a "moose-milk" cocktail with some of the moonshine liquor which was being distilled back in the woods near some of the farms. In fact, it was often said of some of the better barns in the country, "that is a barn that 'moon' built." The Merc manager was exceptionally hospitable and never averse to letting business wait for a little sociability. At some of these late afternoon sessions, after the clerks had left and the front door was locked, the manager would suggest going up into the store. His degree of conviviality would be gauged by how long it took him to suggest that someone take the long cheese knife and cut a few slabs from the huge round cheese which was always kept in a large case on the counter. This was usually a signal for a raid on other goods on the shelves so that soon the counter looked like a smorgasbord.

Although the management entertained freely and dealt with their friends with an open-handed hospitality, which was more than generous, many of the old-time inhabitants in the community regarded such actions with suspicion. They cited cases where generous gifts of shoes or items of clothing were made to a timber contractor while in the balcony office the logger's accounts were not always accurately figured. One logger's son claimed that his father was charged with supplies which were either not needed in the camp, or were never delivered, but which were subtracted from the amount due when accounts were settled. The logger could raise no objection for should he do so there would be no timber cutting contract forthcoming the following winter. Since the livelihood of the family depended on getting contracts for cutting and delivering timber products,

these matters were suffered in silence. Many of the inhabitants, especially the older Finns in the community, believed that it was these assorted tactics which led to the growth of the cooperative movement in the community.

Two blocks south of the main street was a small frame building which housed the Floodwood Cooperative Association store. It was in its third year of existence in 1925. The businessmen on the main street predicted the place to which they referred as the "Finn Store" would fold up.

Farmers in the area were beginning to depend less on work with timber as a source of income and were beginning to get some good yields of potatoes from the freshly cleared and cultivated land. New farmers received some help in cultivating the freshly broken land from the Duluth and Iron Range Railway land office in Duluth. They owned much land in the area and were trying to attract buyers. Through an organization called the Northern Minnesota Development Association they did a great deal of agricultural experimental work in growing crops on peatland and passed the information on to the early settlers. Farmers' institutes were a common means used to disseminate good agricultural practices to the newcomers. Prizes for the best potatoes grown in the Floodwood area in 1911 were offered by the association at a farmers' institute held in the village. Farmers expected a return of roughly a hundred dollars from each acre of potatoes. Road building had also become a source of part-time income for farmers with horses. They could also depend on a few dollars each year working for the State Forestry Service fighting forest fires.

This meant less dependence on the Merc as the source of livelihood. Either real or fancied grievances toward the Merc led some of the people to examine ways of becoming more independent. The cooperative movement provided a way whereby they could work together to own something collectively which they could not have by working alone.

Such was the scene in 1925. The boom days of logging were over, and the "short stuff" was becoming more scarce. The days when a man could make a living from logging alone were practically gone. The small farm clearings were too small to provide a living for a family without other supplemental income. The stock on the farms, with a few outstanding exceptions, was poor. Potatoes were a chief agricultural crop and depleted the soil very fast. The monopoly of the Merc was beginning to be broken and

farmers were finding more buyers for the few loads of timber which they might cut during the winter.

There was a growing interest in educational and community activities culminating in the 1925 addition to the school building and the instituting of a four-year high school.

There were a few far-sighted civic leaders who felt that the improvement of the school and upgraded teaching was a part of a plan to build a better community.

There seemed to be few traditions which would hamper the acceptance of new and pioneering ideas. The community was still predominantly in the pioneer stage.

Road improvements were in their early stages and there were many modern services which the people as yet had not been able to secure.

By far the larger number of people in the community were Finnish, a group of people whose history revealed long years of privation, persecution and political domination. They had come to America to build a new life for themselves and had drifted into this logging community to earn wages which were better than they could dream of getting in the old country. They were a frugal lot and saved their money.

There was a core of old settlers of mixed American stock in the community who had gone through the rigors of pioneer life when the only means of transportation were the rivers. The first white female child born August 19, 1892 in the village, Mrs. Nick Mattson, was a woman in the prime of life. Only thirty-seven years had elapsed since Jean New walked the banks of the streams with a rifle in the crook of his arm.

It was a community ripe for cooperative effort toward the improvement of living.

chapter II

Community Needs: How Identified and Met

Most people will attest that education affects the lives of individuals. Not only can it change the individual, but it can alter the life of an entire community. However, close examination of a community is needed to reveal whether or not education is meeting certain specific needs, be they economic, social, cultural or political in nature.

We know change may occur with planning. There is need of a catalyst or change agent. This may be achieved through any one of the social institutions in the community, such as the church, the family, the school, or it may be achieved politically through local, state, or national government. In any of these institutions, change does not occur without effective leadership.

In Floodwood, the school became the catalyst. Changes took place within the walls of the school and in interrelated activities with the community. Resource persons in the community assisted the school in providing local information which served not only as curricular material but helped in laying out possible solutions to economic, social and cultural needs identified through the various surveys and observations conducted by the faculty and students. Learning became real when it dealt with actual problems. Learning was acquired through investigation and inquiry with survey techniques, by observing, by reporting, and in arriving at conclusions which were incorporated into recommendations for solutions. Much needed academic knowledge and facts were learned by this problem solving. Fundamental basic education was achieved in the process.

Identifying community needs in Floodwood developed gradually over a period of years. In the early years, the school staff saw its function as that of the typical small school giving elementary training in the fundamentals and college preparatory training for the high school level. The awareness and insight needed by the faculty to become sensitive to conditions of living in the community developed as the result of experiences while living in the community itself. This appeared to be a changing process with recognition of one need leading to further understandings.

There were certain kinds of experiences which accelerated the process of need identification. This occurred after members of the staff and the superintendent began to utilize the survey technique. In tracing the historical development of the school program and the projects which developed, it is possible to see how the needs were identified and by whom.

Teachers who were newcomers compared Floodwood in their minds with other communities in which they had lived. To any new observer, life in the community was somewhat rough and in some ways raw. It was even suggested that the drive for the water and sewer project was headed by teachers who did not like the outdoor plumbing prevalent in the village. Other general physical needs of the community were apparent as one looked at rundown, unpainted buildings, rutted streets, and broken sidewalks.

When homes in the area were visited, the poor condition of some of the families was evident. During the Depression years, in the thirties, the superintendent found it necessary to visit many homes, alone or with the county welfare agent, to see about getting shoes and clothing for the children so they could go to school. There were homes whose interiors looked as though they were from "Tobacco Road." One place had dirt floors in that sub-zero country. In another, children slept on bundles of rags for beds and saw daylight through cracks in the walls. Only a few of the houses were this bad, but a day's visitation was enough to convince anyone that the people were in need of better housing, increased family income, and help in improving the diet of bread, meat, potatoes and coffee which was so common.

Visits to the homes to see about children who were out of school revealed that many of them did not want to come to school after they had learned the common fundamentals. The boys went to work in the woods or did farm work while their older brothers and their father worked at cutting timber. When trying to convince a lad of fifteen or sixteen that he should continue high

school which had a college preparatory type program, it became evident that the school program was not suited to the needs of these young people. Girls who were going to be married at seventeen were not particularly interested in Latin, geometry, or Shakespeare and it was somewhat discouraging to try to meet their very practical arguments. They could be forced to continue school until they reached the age of sixteen, but that was the end for many.

In the spring of 1930, a senior class was studying the effects of the law of supply and demand in a class on the Introduction to Social Science. The instructor was giving the traditional economic explanation and attempting to explain what had happened in the fall of 1929 when the stock market crashed and started the nation into the greatest Depression it had suffered to date. In the midst of the discussion, the instructor stopped talking and looked out of the window. Searching for an explanation and thinking through the explanation he was giving to the class, he suddenly realized that the old answers were no longer true. The discussion was stopped and the class given other work to do.

That night, this young teacher lay awake most of the night trying to square the events of the past winter with the accepted concepts in economics. It was a long night which ended in the realization that many of the old answers were no longer workable and that the schools had been teaching a false doctrine. This was the beginning of a series of struggles over the job which the schools had to do to produce enlightened citizenry. It was the beginning of a determination to make the schools an instrument to improve the welfare of people. It was the start of an effort to make education an instrument for the changing of society. True, there was nothing new in the realization. Many educators and philosophers, like John Dewey, had laid the foundations of this plan of action for the schools many years before. Perhaps it was merely a crisis in the life of the instructor wherein the things previously read and statements he had heard piled up on that afternoon in the classroom and the realization suddenly dawned that schools were not doing a job for an enlightened society in a democracy; that education had been geared to fit the needs and to explain the actions of the dominant economic forces rather than to play a part in the raising of living standards with increased democratic participation on the part of the lower economic groups of the nation.

In the fall of 1930, a vigorous young lawyer named Floyd B. Olson, was running for governor of Minnesota on the Farmer-

Labor ticket. In his campaign tour, he stopped at Floodwood and spoke in the high school auditorium. The young superintendent heard Olson and was impressed with his ringing analysis of the economic strangulation of the nation. Olson further awakened the surge of protest in the young educator's mind. From that time on, he became interested in political action with the hope that some of the evils which beset the state and nation might be eliminated. The relationship between the welfare of the people and political action became increasingly clear.

It became evident that education had been operating in a neutral vacuum which contributed to the economic enslavement of most of the people even though the people themselves were not aware of the process.

During the following three years, this concept was to grow as new contacts were made with liberal thinkers and people with progressive political ideas. This was a painful and disillusioning process for one who had been reared in an atmosphere of almost holy respect for the status quo.

During the year 1933-34, the Minnesota Teachers Guild was organized. The organizers were teachers, principals, superintendents and college professors who had become convinced that education must take a new direction. This contact increasingly developed understanding as the principles of liberal education pointed toward improvement of the social order. This conviction began to be reflected in the emphasis placed on improvement of teaching and change in educational objectives.

The Floodwood Cooperative Association was organized in 1923. By 1930, it was incorporated for $50,000 capital stock. The movement had not made itself felt in school district affairs beyond casting an occasional protest vote against what many farmers felt was "village" control of the board of education. By and large, the board represented the most conservative group in the community. In 1934, three candidates for the board ran successfully on a "Farmer" ticket. They were Art Wongstrom, Sam Heikkila and Sanfrid Ruohoniemi. They demanded an agricultural department in the school to give farm boys practical training in agriculture. They also demanded that the superintendent be fired because they felt he was in complete sympathy with the "businessmen" controlling interest on the board. The businessmen maneuvered to rehire the superintendent over the objections of two of the farmer representatives. One farmer voted for re-hiring. During that year, however, the farmer representative

came to know the real sympathies of the superintendent and that he had been keeping his personal philosophy to himself knowing that it would have the disapproval of the more conservative village members.

At the end of the second year, one of the farmers who had previously voted "No", made the motion to rehire the superintendent for the ensuing year. In the years that followed, the members of the cooperatives turned out en masse to elect and re-elect members of the board who would vote to retain the superintendent. Paralleling this was the bitter opposition of businessmen members of the board. They labelled him a turncoat who was playing politics with the co-ops, not realizing that the trend of national events had forced a change in educational and political philosophy.

When the Norris Bill to provide an extension of rural electrification was passed in 1936, organizational meetings to construct local lines were held in the school auditorium at which the superintendent was asked to preside. Working with the board of directors of the new cooperative, and as president of that board, he discovered the need for accurate information for the project proposal. The high school principal and a new vocational agriculture teacher helped with ideas and time. A change in agriculture teachers accelerated the process of getting a survey completed of the farm families in the area. The faculty members were shocked at the summaries which pointed up the low family incomes, the small tillable acreage, and the exact figures on the type and number of dairy cows. Long after the REA project was a reality, the agriculture instructor continued to make use of farm family surveys with the students of his classes.

The adoption of the survey technique showed how a great many needs were identified, and was used in many other respects later. On the one hand, it convinced the federal government that the community potential was worth the risk of investment in hundreds of miles of electric lines while later some surveys were used to convince the state agencies that the school district needed funds with which to build an addition to the school. The survey data pointed up the need for increased farm income and provided the springboard for an extensive program in dairy improvement climaxed by the project of artificial insemination of cattle carried out successfully by the Floodwood Cooperative Creamery Association.

As a result of dental clinics held in the school, physical examinations of children, and visits of the county social workers, the health needs of the children were vividly brought to light. Visits with the local doctors, diet surveys in the school, and reports of teachers helped to focus attention on health. The farm survey showed need for medical care which they could not afford by more than half of the people questioned.

Teachers were hired in Floodwood who appeared to have a social sensitivity which enabled them to discover many of the needs of the children and adults as they worked with the children in school and visited the parents in the homes. As the teachers made attendance and dropout reports, discovered the interests and attitudes of the children, and worked to fit the school program to the community, new facts were brought out and new ideas advanced. Work of faculty groups on common problems appeared to accelerate the zeal of the teachers themselves.

Members of the faculty gradually took over the chore of taking the school census. This took many of the teachers into homes which they might not otherwise have visited. This provided another means for getting acquainted with people. These contacts brought out the need for recreational activities for the children, the need for social development, and the need for understanding the problems of education and learning. The teachers in this way met their own need to understand the kind of educational program which would do the most good in the community.

By attending meetings and becoming members of community organizations, the faculty gained new insight into the thinking of people and heard discussions which suggested general community needs. Resolutions were passed asking for improved streets and highways, better street lights, better game protection, improved state forestry service, equitable tax laws, farm legislation, recreational facilities, music instruction, new civic buildings, improved methods of snow removal, purchase of band uniforms, increased age pensions, a community hospital, improved fire protection, payment of state aids to schools in full, and equal educational opportunity are only a few of the kinds of subjects discussed at meetings of the Civic Club, cooperatives, social organizations, political clubs, and religious groups which the teachers attended.

The need for cleanliness was quite adequately cared for in Floodwood by frequent visits to the steam bath. An integral part of the community structure would be omitted, however, if one

were to overlook the importance of this phenomena as a source for discovering community needs. It was here that many discussions were held during the cooling-off sessions and it was here that groups of friends met to thrash out what had happened in the community during the week and to advocate what ought to happen. It would be difficult to quantify the decisions reached within those smoky walls, but anyone familiar with a Finnish community would admit they were considerable.

Efforts Made to Meet the Needs

The story of the school program illustrates the efforts made at Floodwood to fit the total educational program to the unique problems of the community. It would be presumptuous to imply that the school itself, as one institution in the community, was successful in completely meeting the needs indicated.

The Floodwood community-school program was conceived as a total effort involving all of the organizations in the community. The school was considered one of a family of units in the community structure. One way of meeting needs, then, was by working with every possible community organization in an effort to meet any desirable goal immediately identified either by a group in the community or by the faculty, and the school board. This meant working with civic, service, economic, political, social-recreational, religious, and cultural groups in the community in a cooperative manner and with a willingness to share leadership. Organizations and agencies outside the community were invited to cooperate where their objectives served the best interests of community development.

The faculty had to change some basic concepts regarding education in order to work toward meeting community needs. One such concept was acceptance of the responsibility of the school and its educational program to improve the level of living in the community. It accepted this responsibility by democratically and gradually making changes in the focus of the program of studies from a subject-centered to a community-centered curriculum; by encouraging parent-pupil-teacher planning; by making use of community problems and resources as learning experiences; and by a flexible approach to a constantly changing society.

The unique contributions of individuals with insight to community needs and understanding of community problems were actively sought by the board and the staff.

In 1925 the elementary and secondary programs were strictly traditional and adhered to the State Department of Education standards. Over-riding the traditional approach there was a spirit of community service inspired in no small part by the educational ideology of then Supt. Ben Gibbon. This lead to administrative approval of community participation on the part of the faculty, to involvement in religious, social and later in economic and political affairs. A strictly academic program characterized the high school until the early 30s. The early years of the Great Depression accentuated the commitment to community improvement as the effects of unemployment, poverty and unmet health needs became more evident. This commitment lead to a drive to expand the high school offerings beyond the restrictive college preparatory program. It also lead to a resolve to seek means by which the school program could better meet the needs of the community. Thus there was a constant effort to evaluate the academic offerings in terms of their contribution to community growth and development. There evolved a concept of an educational program within the walls of the school and a program outside the walls with the two becoming increasingly interrelated through a basic belief that education should contribute to raising the level of living within a community.

chapter III
School and Community Projects and Activities

The program outside the walls extended all the way from informal and indirect helps given to community organizations to direct involvement by the school in specific projects. No set pattern of relationships between the community, the organizations, and the school was discernible for the program outside the walls. The pattern changed with each project or activity. In each case there was some effect upon the community although it was not always possible for that effect to be measured objectively. All the projects and activities had an effect upon the development of the community in one way or another. Most of them provided learning experiences for the students in the school.

Fourteen major projects were undertaken during a twenty-five year period. Taken in order discussed are: (1) The Community Fair; (2) The Floodwood Cooperative Creamery; (3) The Rural Electrification Project; (4) The Dairy Improvement Project; (5) Community Education which included Adult Evening School, Recreation, and Parent Study Club; (6) The Health and School Lunch Program; (7) The Survey of Wells; (8) The Park Project and the School Forest; (9) The Cooperative Feed Mill; (10) The Poultry Project; (11) The FFA Tomato Seed Project; (12) The Music Program; (13) The Census Project; and (14) The Follow-up Study of Graduates of the Floodwood Community School from 1926 through 1948.

At the close of the chapter the expansion of the Floodwood Cooperative Association will be discussed because the growth of the cooperative movement in the community parallels the

period of this story and was a factor in the development of the community-school program.

As the projects are described, it will be obvious that the school administrator accepted the technique of problem-solving as basic to planning and decision making. The superintendent was convinced that being active in a wide variety of educational, political, economic and recreational activities was consistent with his role as administrator of the school. Both the board of education and the superintendent encouraged teachers and students to take part in planning and guiding community development.

The Floodwood Community Fair

The fair was organized by the Floodwood Commercial Club and the Farmers' Club in 1924. B. H. Gibbon, the school superintendent, was a member of the fair board, and Garfield Blackwood, school board member, was the secretary-treasurer. Other officers and directors were businessmen and farmers.

Seventh-grade teacher, Lew Harris, took his industrial arts class to the local lumber yard to select the lumber they needed to build poultry coops, shelves for vegetable exhibits, and portable folding tables which could be used year after year. Other teachers helped in making entries and arrangements for the exhibits. Samples of students' classroom work were displayed in a section reserved for the school. The 4-H Club members exhibited produce and animals they had raised.

To house the fair animals, the fair association built a small building on the railroad right-of-way near the old county tool house. The tool house itself was cleared of machinery and used for other types of exhibits.

When a home economics teacher was hired in 1926, she assisted with the arrangement of canning and sewing exhibits. She also helped prepare the premium lists which explained exhibit categories and prizes. The board of education dismissed school on Friday, the first day of the two-day fair.

The fair was a centralizing influence in that it brought businessmen and farmers, cooperators and private businessmen together to work on a common community endeavor.

In 1935-36, when the board of education hired a vocational agriculture teacher, another link between the school and the community was forged. To encourage a cash crop, the first agriculture instructor worked with farmers to grow a better type potato.

He secured certified seed for the farmers and helped them pick the best items for the fair.

The hiring of a new agriculture instructor in January 1937 proved a real impetus to the fair as well as to the development of agriculture as a whole. Fair premium lists were revised to emphasize the importance of the 4-H Club exhibits and of the new "Future Farmers of America," a group of boys enrolled in vocational agriculture classes.

A special award was listed for the grand champion bull as an incentive to farmers to secure better sires through the organization of bull associations.

The agriculture and home economics instructors took advantage of the interest in fair exhibits to start educational work early in the spring when gardens and crops were planted. In their visits to the farm homes they discussed the better varieties and made suggestions for selecting good specimens for display at the fair. They served on the fair board and committees.

The Floodwood school band, with some help from the adults in the community, provided music for the fair program. By 1939, the band was scheduled for a full day of appearances.

The community fair steadily grew in attendance. In 1940 1,650 people paid admission (children under sixteen years of age were admitted free).

In 1941, the fair grounds were moved to near the new county highway building on the west side of the village in a corner bounded by the Great Northern tracks and the Floodwood River. In the winter when the ground was frozen and covered with snow, the old fair barn was skidded to the new grounds. Boys from the agriculture and farm shop classes helped build a new dairy barn and a new poultry exhibit hall.

The fair of 1941 was the last one held until after World War II. In 1942, a committee was appointed for each township and for the village to solicit funds for the payment of interest and retirement of indebtedness. The school held a fun jamboree to help raise money.

There were some attempts to stir up interest in the fair in the summer of 1946, but it was too soon after the War and plans had not been made long enough ahead of time.

During the fall of 1946 the board of education sponsored the "On-the-Farm Training Program for Veterans." A vocational agriculture instructor, Harold Andrews, was hired to head up the program. Working through the young men of his veterans'

classes, Andrews managed to work up interest in the revival of the fair, but the older population was slow to action. In the years of the War without a fair, people formerly interested had shed responsibility for calling a meeting of the fair board.

The Community Agriculture Council composed of farmers, businessmen, agricultural specialists, school staff, and board members decided the best method of reviving interest might be to turn the problem over to the veterans' agriculture class. At one of the next meetings of this class, Harold Andrews and James Whittaker, a local farmer, brought up the matter. Many of these young men had completed high school at Floodwood and had had years of organizational experiences in the student council and intramural activities as far back as 1935 and 1936. Seeing the benefits of a community fair, they determined to start the fair themselves if the older farmers and businessmen did not see the value of it. As a first attempt, however, they invited members of the old fair board to meet with them in their regular class session. A news story on this meeting in the local paper told of the enthusiasm of the young veteran farmers and listed the names of the fair board directors with an announcement that a fair board meeting was to be called. More than sixty people turned out for the special meeting a week later when the fair board met with the agriculture students and members of the Floodwood Civic Club.

In June, one of the new fair buildings burned to the ground, but the board decided to rent tents and go ahead with plans for the fair.

Articles in *The Floodwood Forum*, the weekly newspaper, during the remainder of July and August and the first two weeks of September built up sentiment for the fair. The agriculture instructors wrote a weekly column titled, "Farming at Floodwood by Joe and Hal," which described the proper care and examination of animals to be shown and explained the judging of exhibits. In this way the columns of the weekly paper became educational media for the school to reach the community.

The first mention of a better site for the fair was made public when M. W. Raihala, then public relations director for the Floodwood Cooperative Creamery, suggested in his weekly column in the *Forum* that the cooperative might construct a permanent building on the fair grounds if there was a suitable space. He pointed out that the current location was very small in area and most of it on low ground along the Floodwood River. Members of the board of education and the superintendent had discussed

privately the possibility of locating the fair grounds on property owned by the school district west of the school. This had also been discussed with certain members of the fair board.

The first publicity given to a change of location came from a meeting of the school and fair board directors on September 8, 1947, when Clayton Stageberg, fair manager, suggested that the St. Louis County Fair be relocated on the school property. According to a *Forum* news story, members at the meeting suggested "that the fair grounds be combined with the proposed athletic field as a permanent site for the fair buildings." The possibility of year-round use of some of the buildings for recreation and school activities was also proposed.

The school district owned approximately twenty-three acres of land within the limits of the village and the Floodwood River. Part of the land had been developed into a park and recreation area in 1940 and 1941. There was an undeveloped area about the size of a city block. It was this area which was discussed as a possible site for the fair grounds.

A committee of the fair board appeared before the school board on October 13, 1947 requesting a lease on the proposed fair site. The meeting was headed by the fair manager, Clayton Stageberg, and included Lloyd Bolstad, George Chambers, Joseph Freeman, and Charles Nash. As recorded in the *Forum*, the school board granted a ninety-nine year lease at one dollar per year "on the grounds that the fair was part of the agricultural program being sponsored by the school district." This provision made the deal legal and it cemented the bond between the school and the community.

The lease provided further "that all plans for improvement and building must have the approval of the board of education and the fair board. Should the grounds cease to be used for an agricultural fair the lease shall be terminated."

County, state, and village authorities cooperated in re-grading and surfacing the streets leading to the new site. Water was piped in by the village. Businessmen, students, school staff members, farmers and public employees worked side by side in preparation for the big fair. And, the school band was again scheduled to make appearances.

The fair was one of the few all-community activities for which all factions would drop their differences and work together in a common cause. Bitternesses between groups would be submerged and all joined in the festivities. As a typical example, the

program of the 1949 fair may be cited: School band concert; 4-H demonstrations in home economics, agriculture, health and safety; fair dance at the school gymnasium; individual and group musical selections by community residents; square dance exhibition in costume; 4-H talent night; coronation of health champion; presentation of style queen and county 4-H champions; special services at all the churches on Sunday; special judging exhibitions; and a program of magic by E. W. Ebbling, editor of the *Stock and Dairy Farmer,* a magazine to which many of the people in the area subscribed.

An evidence of conflict within the community was found in the commercial displays of farm machinery, electrical equipment, and general supplies. The private businessmen housed their exhibits separately from one another and from the cooperatives. The producer, consumer, and credit union groups of the cooperatives held their displays under one roof.

The Floodwood Cooperative Creamery

The three-room frame building erected for the school in 1900 housed the privately owned creamery in 1930 at the time it burned to the ground. Soon afterwards, Frank G. Schultz, high school principal, and the superintendent discussed the need for a marketing outlet for dairy products in the community. Skuli Rutford, the country agricultural agent, held farmers' meetings in the school and the principal and superintendent talked to him about their idea. Floodwood needed a creamery and since the creamery owner had no plans to rebuild, they suggested that it might be a good time for the farmers to start their own cooperative creamery. Both men had been raised on farms and their fathers were members of farmers' cooperatives.

Rutford had been thinking along this line, too. He and the two school men talked to various farmers about the idea. The concept seemed to take naturally to the Floodwood farmers, many of whom were Finnish and had a certain feeling of unity toward one another. They were the same farmers who had already started a cooperative store which was thriving.

Early in December a meeting was held in the school auditorium for the purpose of organizing a cooperative creamery. A temporary organization was set up and township committeemen went out among their neighbors to solicit shares for the cooperative.

The superintendent and his wife along with the high school principal had started a weekly newspaper called the *St. Louis County Journal*. It was in this paper that the first news story advertising the creamery organization meeting was printed.

By the middle of January 1931, 104 signatures had been secured supplying $10,400 of the $15,000 required before building operations could begin. According to a news story in the *St. Louis County Journal*, the board of directors for the new project met in the Lincoln school office. The members of the board were: George Humon, president; John Nelson, vice president; George Chamber, secretary; Thomas V. Dusek, treasurer; David Nurmi, William Ylitalo, and Fred Johnson, directors.

In reporting community activities to the board of education in February, the superintendent said that assistance had been given the board of directors of the new creamery organization in drawing up resolutions, writing the minutes, and articles of incorporation. He reported that the board of directors had met in the school office and membership meetings were held in the auditorium. "A closer relationship between the school and the men interested in the agricultural development of this community will no doubt create a healthy attitude which will be mutually beneficial," the report read.

The first annual meeting of the Floodwood Cooperative Creamery was held on February 3, 1931, in the school auditorium. Chairman George Humon announced that 157 shares had been signed up bringing the total slightly over the 150 shares originally set as the minimum goal. Farmers from surrounding communities were present and told of their canvassing results and of their intention to get more farmers to affiliate with the new cooperative. A permanent board of directors was elected which included all of those who served on the temporary board with the exception of the replacement of director, Fred Johnson, by John Wuotila.

The five-year contract plan was adopted in which shares of $100 were issued at six percent interest. A census of the cows owned by the signers of the contracts showed the number to be 1,308. With new contractors it was expected that this figure would reach 1,600 cows producing 300,000 pounds of butterfat annually. Some optimistic estimators anticipated a half million pounds as the amount which the creamery should be prepared to handle annually.

The first assets consisted of $3,326.85 in cash; $2,960.86 in labor; and $335.68 in building materials. Some cash was to be taken from the butterfat receipts gradually. Labor could be had at thirty cents an hour.

The Floodwood Cooperative Creamery was incorporated for $50,000.00 in capital stock on December 20, 1930. The going was rough the first years. The local bank refused to invest the small amount of $50.00 in the venture or to lend money to farmers so they could invest it in the creamery.

In July 1931, the building was started on lots purchased from William Lehrke. Einar Askelin was named manager. Actual operation of the plant began on August 26, 1931. The first financial statement, dated August 31, 1931, after four days of operation showed a net worth of $5,630.33. On December 31, 1931, the net worth was $9,049.74 and net income available for distribution $939.26.

In the first four months of operation the amount of butter manufactured was 11,055 pounds at a cost of 3½ cents a pound for processing. The price of butterfat for this period averaged 31.65 cents per pound. After a full year of operation the creamery's net work was $13,121.66.

Lean years were experienced during the depression when butterfat dropped to 18.86 and 21.87 cents in 1932 and 1933 respectively. Later business picked up with the upward trend of prices in 1948 and $67,860.55 was available for distribution to stockholders. In the annual meeting of 1947, patrons voted to set aside $14,900 for payment of common stock issued prior to January 1, 1944.

In 1937 the creamery association found it necessary to install a buttermilk dryer, the powder to be used for stock consumption. The organization also started to market eggs, and in the following year purchased a warehouse to help the farmers market their potatoes.

The need for upgrading cattle was recognized early and subsequent dairy improvement practices adopted by the farmers correlates with increased production.

In 1941 the creamery association built a locker plant which provided services for patrons of the creamery and the entire community. Interest and leadership in the development of this project came from one of the early organizers of the cooperative, John L. Nelson. The plant operated at a deficit for the first few years and the cost was born by the creamery association. The membership

felt the loss to be more of an asset by the goodwill created by the plant's services.

The next phase of expansion dealt with the manufacture of powdered milk for human consumption (1942) and in 1949, 17,563,532 pounds of milk was processed into butter and powder.

The cooperative organization further enlarged its facilities in 1944 by building a combination poultry processing, community cannery, and garage building. Meat rationing had increased the production of poultry in the area which called for a marketing outlet. The building, constructed at a cost of $30,000 also provided storage space for eggs and butter, supplies, and a shop for servicing the eight trucks owned by the cooperative. At the annual membership meeting in March of this same year, Manager Askelin reported that the creamery had more than tripled its output of 416,083 pounds of butter in 1932, the first year of its existence, by processing 1,285,974 pounds of butter. He also stated that the organization had marketed $90,113.93 in sales of potatoes and wool during 1943.

By 1948 some of the leaders of the group began to recognize the need for more diversified operations and the selling of a variety of dairy products, along with butter, to the established Duluth and eastern markets. They felt this would bring more money to the farmers. They affiliated with the Duluth-Superior Federal Marketing Order hoping to bring Floodwood farmers as much as the Duluth markets paid.

In 1949 the membership gave the board and management the "go-ahead" for breaking ground for a new building to accommodate the manufacture of new dairy products. The cost of the building was estimated at $80,000, the cost of equipment and boiler an additional $70,000, bringing the total undertaking to $150,000. Plans to join the Duluth Milk Shed and produce homogenized milk were well underway by June, 1949.

Within eighteen years, the organization was producing more than ninety-two times its original output, with the manufacture of 1,025,256 pounds of butter. Its capital assets had increased 5900 percent to $393,762.65. Butter and skim milk powder commanded top prices. Locker plant sales and services totaled $22,746.30. The annual business conducted by the cooperative was $1,094,409.98. This organization was destined to play a prominent part in the development of the community both from an economic and educational viewpoint.

The Rural Electrification Project

Farmers and cooperative leaders in the community had discussed with the superintendent of schools the possibility of organizing a cooperative for the distribution of electricity to the area. As a result of the establishment of the Rural Electrification Administration by President Franklin D. Roosevelt several projects had been initiated in Minnesota in the spring and summer of 1935.

In August of 1935, Governor Floyd B. Olson called a conference at the state capitol of representatives of the farm organizations and cooperatives to present the electrification program and to request these organizations to help develop it in Minnesota. Superintendent Harris and two local cooperators attended this conference. In September, meetings were held in the Floodwood area. A preliminary survey was made and an application sent to the R. E. A. in Washington. A federal engineer called and advised that the Floodwood project combine with another at Toivola, Minnesota, a community twenty-two miles away. In December of 1935, the two projects combined and elected a board of directors composed of men from both projects. Superintendent Harris was elected president of the combined board; Wilho Martin, vocational agriculture instructor at Tiovola, vice president; George Salo, Meadowlands cooperator, treasurer; Carl Rooney, Floodwood farmer, secretary; Waino Huttunen, Floodwood electrician, Lauri Passi, Floodwood Cooperation Association, manager; Sanfrid Ruohoniemi, Floodwood merchant, Arro Wuori, Toivola farmer, and Emil Tarkkanen, Zim farmer, directors.

Articles of Incorporation of the Tri-County Electrical Association were filed with the Secretary of the State of Minnesota on February 19, 1936, with the above named officers as the incorporators.

During the winter of 1935-36, the superintendent spoke at many farmers' meetings held in the rural town halls and schoolhouses explaining the provisions of the REA and helping local communities to organize and sign up for shares in the electrical cooperative. The farmers were cautious lest they sign up for something which would not work and might cost too much money.

On the other hand, the REA was very slow and behind in their work, so action was slow. The Floodwood area was sparsely set-

tled in comparison to better farming areas in the state so it was difficult to get consideration. The superintendent urged the vocational agriculture teacher to assist in any way possible to help the organization work. The instructor was reluctant to carry on any work beyond that which his students in classroom required and although his contract called for community service he took very little action. After more prodding, he finally took a few trips to sign up farmers accompanied by one or two boys from the community he was visiting.

A new high school principal who came to Floodwood in the fall of 1935, Donald A. Schwartz, was helpful in enlisting the interest of students much more effectively than the agriculture instructor who believed in teaching agriculture from the textbook and the workbook.

Efforts to secure more shareholders and to get approval from Washington continued through the remainder of 1936. In the latter part of May, the county home demonstration agent arranged for a delegation of rural women to attend the conference of the Association Country Women of the World in Washington, D.C. The superintendent's wife was a delegate and headed a group who called on REA officials in Washington and the junior senator from Minnesota, Elmer A. Benson, to request approval of the project. Assurance was given that an engineer would be assigned to make further surveys to determine the feasibility of the project.

A field man finally arrived and toured the area with the chairman of the electrical cooperative board and one of the directors on June 12, 1936.

Progress was very slow during the winter of 1936-37. Some of the farmers were getting discouraged and the private utility serving the village of Floodwood had succeeded in signing up a group of farmers living on a highway running south from Floodwood. They built five miles of line taking in some of the best farms.

In December of 1936 the vocational agriculture instructor asked for a release to accept another position and a young graduate named Ralph Grant was hired as a replacement. During Grant's five years in Floodwood he was to have a tremendous impact on the community.

In the second semester the new agriculture instructor carried on a series of meetings to give farmers better information about the cost and use of electricity on the farm. In the day-school agricultural classes he taught students about the problems of wiring

homes and farm buildings and plans for efficient arrangement of outlets and switches.

In May when the secretary of the electrical cooperative resigned, Ralph Grant was elected to the position.

A letter from the REA in June asked for the facts and data which federal officials claimed were necessary for consideration of the application for the Minnesota Project 24, as the Floodwood project was described. The letter stated that since the "project is in an area often described by others as poorer economically than others of your state," it was important that this data be forthcoming.

The chairman of the board was scheduled to attend summer session at the University of Minnesota so the young agriculture instructor carried the responsibility of getting the material together. He gathered a group of upper class students from the school and together with other members of the board proceeded to accumulate survey material in the community to prove to the REA that a loan to Minnesota Project 24 was a good risk.

Pressure was continually exerted on the REA through the senators and representatives from Minnesota. During the winter of 1937-38, members of the board attended meetings, and urged township committeemen to secure additional signatures for electrical power. Grant, board secretary and agriculture instructor, used his farm calls at the homes of his students as opportunities to organize the REA. Evening classes in electricity were a part of the general adult education program. Organization of cooperatives and the problems of the REA were topics of discussion in the day-school agriculture classes. In the senior social science class the cooperative was studied as one of the forms of corporate organization and ownership. The possible effects of cooperative ownership of distribution lines were examined and the opposition of the private utilities was examined and analyzed.

The survey material gathered by Ralph Grant and the vocational agriculture students was forwarded to the Washington REA office. Finally, in March of 1939, the Floodwood-Toivola Project 24 was consolidated with Project 108 of Kettle River, Minnesota.

During the summer of 1938 it was necessary for the chairman of Project 24 to exert some political pressure through the governor of the state on the commissioner of highways so that easements could be secured for building power lines along the state highways. The private utilities tried to block the granting of the

easements to the cooperative power project. The fact that the chairman of the power project was at the same time chairman of the Eighth District Farmer-Labor Political Committee was helpful in putting on some political pressure in favor of the cooperatives.

Work on the construction finally got underway in October 1938 and the people surrounding the Floodwood area were assured of electric power. The line was constructed during the winter and summer of 1938-39 and energized the second week in August, 1939.

Although the work carried on in the school relative to the REA was somewhat indirect and incidental to the regular class offering, this was the first attempt on the part of the staff members to do this type of correlating. Efficient use of electricity on the farm continued to be a topic of discussions and study in the day and evening agriculture classes. Grant attended conferences of county agents and vocational agriculture instructors where they discussed ways of interesting rural youth in electrification.

Perhaps the major outcome was the realization of the value of survey material in presenting a case and the value of pointing up the needs of the community. Actual connection with classwork involved vocational agriculture, and introduction to social science and physics. Staff members involved were the superintendent, the agriculture instructor, and the high school principal. Students involved were those in the classes mentioned above and especially the students in eleventh and twelfth agriculture who assisted the instructor in gathering data for the REA application.

The Dairy Improvement Project

In 1925 the principal cash farm crop was potatoes. When Leon Johnson became the first agriculture instructor in the fall of 1935, he tried to interest farmers in better types of seeds. He had some success with a few of the leading farmers.

In his survey work later, Ralph Grant found that the average size farm was 85.6 acres in size with 28.3 acres under cultivation. The average farmer owned six or seven cows. The average cash income for 1937-38 was $662.60. The average farmer took in $531.01 from outside work such as skidding and hauling logs with his team, hauling gravel on the county, town, or state roads, or by fighting forest fires. The average family unit was composed of 5.7 people, making the average number of children

about four per family. At that time the sale of timber products brought in only an average of $131.70 per family.

The total annual income averaged $220.80 per person or roughly $18 per month per person. This was total family income which had to take care of food and clothing items, as well as all farm expense, such as repair and replacement of machinery, purchase of farm supplies, and upkeep of buildings. About half of those surveyed said that members of the family needed but could not afford medical attention. The average farm family lived in a house with 4.7 rooms. Thirty percent of the houses had never been painted.

In summary, the situation was one of a fairly large family of six living in a four or five room house, deriving half their annual income of $1,300 from twenty-eight acres of tillable soil. This meant an income of twenty-three dollars per acre per year.

It did not take long for an agriculture instructor, born and raised on a rich southern Minnesota farm, to see that something had to be done to raise the level of production. He tried to reach people through their boys in the vocational day agriculture classes, through part-time classes for out-of-school youth, evening classes for adults, by visits to farms, and through "Farm Notes," a column in the weekly newspaper which began publication in May, 1938.

During the first year Grant worked on improvement of the potato crop. In his newspaper column, he wrote about ways of preventing blight and urged farmers to grow ceritifed seed potatoes.

The low quality of dairy cows in the community was a matter of concern for Grant and the evening school program for 1938-39. While the haying season was on he wrote some tips on preserving the best hay and the best time to have cows freshen.

Much attention had been given in the day school agriculture classes to low productivity of the dairy cows on the farms. The school owned a power Babcock tester, purchased as a part of the equipment needed to get an approved department under State Department of Education regulations. For the first year and a half this equipment was hardly ever used, but when Grant came on the job it was in constant use.

As a part of their classwork, boys brought milk samples to school to be tested. Samples from each cow were kept separately and a record of each cow's total production of butterfat. The records also included all cost items as well as the income derived from each cow. These records kept by the students on cows in

their farm herds soon revealed one of the reasons why the average farmer was earning only twenty-three dollars per acre of farm land. The average butterfat produced by the cows tested by the students that first year, 1937-38, was 170 pounds per year. Many of the cows were found to be actually costing the farmer money to keep. They are referred to by farmers as "star boarders."

The boys enrolled in the vocational agriculture classes organized a chapter of the Future Farmers of America. This organization became the medium through which most class work was carried on. Each boy had his own project which meant a dairy calf, a pig, a lamb, or some other farm animal, or a plot of ground for planting some crop or garden vegetable. Many carried on two or more projects. Close records were kept on these projects in much the same way as the 4-H Club which was organized and directed by the County Extension Agents rather than the vocational agriculture teachers. The FFA planned its meetings around centers of interest for all the boys. Starting out as a Green Hand, the boy was eligible to be raised to the rank of Future Farmer when he had been in a vocational agriculture class for at least one year, and had earned or invested at least twenty-five dollars in one of his own projects and could lead a discussion on some agricultural topic for at least ten minutes.

The FFA helped with the fair in the fall. They assisted with entry and care of animals and helped to arrange exhibits, thus getting some good firsthand experience in handling and judging produce.

Poultry production was another source of income for farmers. Grant tried to encourage this through training of boys in school to judge poultry and by encouraging farmers to take their poultry to the fair. But poultry as a cash crop lacked the advantage of cooperative marketing enjoyed by the butterfat producers through the Floodwood Cooperative Association.

In his classes during the 1937-38 school year Grant emphasized the genetic phase of animal husbandry. He tried to show how desirable characteristics were transmitted. As part of the Agriculture Clinic Program, Roy Nelson, a county school agriculture instructor, arranged to have a demonstration of artificial insemination by Dr. L. M. Winters, head of the section of animal husbandry, College of Agriculture, University of Minnesota. Grant took several of the FFA boys and Eric Pearson, a farmer, to see and hear Dr. Winters at the meeting at Brookston, a neighboring village. The boys and Grant were very much impressed as

was Pearson who owned a purebred Guernsey sire. His interest led him to work with Grant and the boys in conducting some experiments in insemination that fall.

Grant and Pearson learned the technique of insemination so that during the winter the latter accepted calls for service in the community using the semen from his sire. Through the winter of 1938-39, Grant, Pearson and the FFA boys continued their experimentation. They were looking for a better buffer solution in which to dilute the semen for storage. They also experimented with the proper temperature to be used in collection and storage. They even experimented with the best methods of collecting the semen from the sire. They found that the semen stores best when cooled to 40 degrees Fahrenheit and mixed with a solution of egg yolk and sodium phosphate.

The first calf born as a result of artificial insemination from Pearson's sire was recorded August 8, 1939, on the farm of Carl Newlander, five miles north of Floodwood. This caused considerable interest and as more calves were born the farmers and their wives saw that they were normal in every way and the idea seemed to catch on in the community. The students were schooled in the history and experimentation back of the successful efforts so that many of the farmers' questions were answered around the kitchen table during the meal time, over cups of coffee, and in evening discussions in the sauna.

When school opened in the fall of 1939 some of the FFA boys and Grant decided to talk to some of the board members of the creamery about sponsoring a breeding program. They had concluded that the program needed some financial backing if it was to spread. They had the support of Luke Dusek, a young farmer who made his start in dairying with a 4-H Club calf while he was in the Floodwood high school in 1925-28. From that heifer calf, Dusek had built up one of the few purebred dairy herds in the community. Being a young progressive farmer he backed this move toward herd improvement. He was also one of the supporters of the creamery and a son of one of the charter members.

The creamery board suggested that Grant appear on the program of the annual creamery meeting slated for September 19, 1939. Grant had invited a young farmer named Salmela from Embarrass, Minnesota, to speak to the creamery board, also.

As a result of the meeting, the association voted to purchase one bull for breeding purposes. At a special meeting held Sep-

tember 21, 1939, the creamery board set up a committee authorized to investigate the breeding proposition and to take an option on "some bull that had proven good." The committeemen were creamery manager, Einar Askelin, Luke Dusek and Ralph Grant.

The committee enlisted the help of E. G. Warren, manager of the Tianna Farms, Walker, Minnesota in selecting a sire. Mr. Warren, a graduate in animal husbandry, had formerly been manager of Island Farm, a large dairy farm located six miles west of Floodwood. While there he had been responsible for developing a strain of high producing purebred Guernsey cattle. The Island herd was bought by the owner of Tianna Farms and Warren moved with the herd to the new job. While in Floodwood he had selected the heifer calf which Luke Dusek bought, raised and used as a foundation for his excellent herd of purebred Guernseys. Several FFA members went on trips with the committee appointed by the board of directors of the creamery association in search of suitable sires. On the committee's recommendation the board approved the purchase of Tianna's Jethro from John T. Shannon of Calloway, Minnesota and authorized payment of $250.

Eric Pearson was hired by the creamery association as inseminator. Fees for the service were set at $2.00 for patrons and $4.00 for non-patrons. Patrons were also permitted to have the fees deducted from their creamery checks.

Two members of the creamery board, Sam Heikkila and Emil Sparring, were also members of the school board at the time this action was taken. Both men had heard reports from Grant on his work and were familiar with the facts when the matter was brought up before the creamery board.

The school agriculture laboratory, where the first experimental work had been done, continued to be used by the inseminator hired by the creamery board, who worked under the supervision of Grant. With this work going on in the school laboratory the agriculture students had first-hand access to all that was going on. They continued to make trips with the inseminator and with Grant who did much of the work himself.

The job of educating the people to this new and revolutionary method of breeding cattle got underway at an accelerated pace in November, 1939. The subject for discussion at the adult evening class was announced as "Artificial Breeding of Cattle." The same issue of the weekly paper announced a part-time class for

young men between the ages of 18 and 25 years with the agriculture discussion centered on the current hot topic in the community.

A review of the cattle breeding efforts was written by Grant in one of his weekly columns in which he traced the history of organized community efforts in this field from the work done on the Isle of Jersey to various groups in the United States beginning as early as 1905. He said that the action of the cooperative creamery in setting up their own program for their patrons was the first of its kind in the United States and predicted that "Floodwood would become a center for fine dairy cattle."

Following the action of the creamery association in purchasing a sire, Ralph Grant appeared at the next meeting of the board of education to bring them up to date on the action taken by the creamery and to discuss the manner in which he was cooperating with them. Pearson was being trained as an inseminator by Grant but was not sure of his technique so when calls came during the day Grant often had to go out on a call with him. When that occurred and he was scheduled to meet a class of boys, he merely loaded them in his car, if necessary used two cars, and took them on the insemination trip.

Part-time and evening classes during the winter of 1939-40 emphasized dairy breeding. The topic for one class was "The Growth and Development of the Unborn Calf."

Since Bangs disease is a hazard to dairy breeders as it causes abortion in cows, a series of meetings were started by Grant and Gerald Pirkl, a senior agriculture student, to offset the spread of the disease. Meetings were held in townhalls in all the townships surrounding Floodwood where information on the prevention of the disease was disseminated to the farmers.

While agriculture classes were working hard on herd improvement much interest was being evidenced in other regular classes in the school. The biology classes viewed the cattle semen at various stages after collection, after storage, and after mixture with a variety of buffer solutions. Much conversation and some joking went on during those years when improved breeding of cattle was the center of so much interest. Even some of the women on the faculty learned some facts of life which they did not know before. A woman who taught a biology section wanted to know why it was not possible to take the semen of several sires with various characteristics such as good milk production, beef

production, and other physical characteristics, mix them all together and get a calf which combined all these characteristics. During these times faculty meetings were often given to topics of discussion probably not common for most faculty meetings.

In the first two months of the breeding program 80 cows belonging to 37 farmers were bred. The increasing demand resulted in the creamery board buying a second bull. Grant was convinced that the community program in Floodwood was a full-time job. He discussed with the superintendent the possibility of shifting to a full-time evening and part-time program hiring another man to take over the day school teaching of vocational agriculture. This topic was informally discussed with the high school principal and the remainder of the staff.

A noteworthy meeting occurred in May when, after the matter of adding a second agriculture man had been discussed individually with the creamery manager and members of both school and creamery boards, a joint session of the two boards was called at the school to discuss the program.

The school board took action to hire Grant as a regular Smith-Hughes teacher as part-time and evening school instructor. When the motion was unanimously carried, the creamery board sitting around the same table, called themselves to order as the creamery board. Two members held membership on both boards. The creamery board took action to approve Grant and to compensate the school district for the district's share of the salary of adding another man to the vocational agriculture program. The overlapping of the two men serving on both boards provided a basis for cooperation. Another agriculture instructor was hired by the board of education to teach the day school vocational classes.

Pearson resigned as inseminator and Grant was given complete charge of the breeding program. The bulls were moved to another farm where more space was available and Hugh MacDonald was given the contract to care for the sires.

About 900 cows were bred artificially between January and December 1940 and the program was well on its way towards success with a record of 60 percent conception with the first service and 30 percent on the second.

During the winter of 1940-41 a bull named Keronis became sterile and was butchered. Meyer Farm Glen was purchased to replace him. Another sire was leased from the Tianna Farms during the winter of 1941. In July 1941, the creamery board voted to

add a Holstein sire to the program.

In the summer school election one of the members who held membership on the creamery board was defeated.

In September 1941, Grant was offered a job as manager of a new statewide artificial insemination association being organized with the backing of the Farm Security Administration. It looked like a big proposition so he asked the board of education and the creamery board for a release.

This created a difficult situation in a new cooperative arrangement between the two boards. The manner in which they handled the situation could, the writer believes, happen only in Floodwood. The two boards met in joint session on the night of the school board meeting where the matter of giving Grant a release was discussed at length. The board of education moved to give Grant conditional leave of absence only if approved by the creamery board. The creamery board approved the leave of absence for Grant pending the location of a suitable successor.

At the school board meeting of September 11, 1941, a committee was appointed to meet with the full creamery board to see whether Grant's release was approved. At the creamery board meeting on September 16, the motion mentioned above was followed by the appointment of a commitee of three to meet with the school board committee to act on the selection of a new man to replace Grant. Applications were interviewed by the joint committee and on September 29, 1941, Norman A. Berg started to work on the dairy improvement program. The official motion to hire him was not made by the school board until its regular October meeting, but Berg had been at work for two weeks with the approval of the joint committee.

The two actions described in which the two boards met together to work out the agreement with Grant, and the joint committee's finding a replacement were examples of cooperation and involvement in the planning of the school and community program.

Results of the program in terms of service to the farmers was phenomenal. The first full year of service was 1940 with 500 cows bred. The rapid acceptance of the program was well illustrated by the following year's increase of more than a hundred percent with over 1,100 cows bred.

When Grant's work was taken over by Norman Berg in 1941, the program remained at about the same level and in 1942, his first full year, 1,200 cows were bred.

The experimental nature of this work is best illustrated by what happened in 1943. Berg resigned to join the armed forces in January. Much of the insemination work had been done by an assistant and the number of second calls were increasing. Cleaning and sterilization of equipment had been carelessly done and there was dissatisfaction on the part of the farmers.

Bernard Salmela was hired to replace Berg. During the interim the direction of the program was very uncertain. Herbert Croom, the day school agriculture instructor, helped but his background in this type of work was limited. Salmela was a careful laboratory technician and soon worked out some of the problems. There was a drop in cows bred in 1943 to 1960, which was a reflection of the difficulties encountered the previous year. Salmela eliminated some of the problems in the laboratory before he was called into armed service. His leaving caused another series of quick turnovers in the school personnel and particularly with the vocational agriculture instructors.

The Iron Range Resources and Rehabilitation Commission entered the picture at this time as it had become impossible to find qualified vocational agriculture men who would not be called into service. This eliminated the indirect subsidy of the breeding program with the incoming federal vocational aid. The IRRRC agreed to help the creamery in this pioneer work and two men were brought in who had some experience as dairy handlers but were not qualified teachers. They continued to use the school laboratory for processing semen and handling equipment.

Cooperation continued between the school and creamery boards as indicated by an action whereby both boards contributed $150 each to an agriculture revolving fund to provide equipment for the breeding program. In the fall of 1944 the board of education voted to charge the creamery $7.00 per month for the use of the laboratory. Einar Askelin, the creamery manager, was a member of the school board when this action was taken.

Aside from the interest of the agriculture instructors in the program as a means of observation and teaching for the students this practically ended the direct responsibility of the school for the dairy improvement program.

The success of the program showed an upward swing with the coming of Walter Jorgenson, the non-teaching dairy specialist who began work with the creamery with the subsidy of the IRRRC in the fall of 1943. In 1944 there were 1140 cows bred. From that time through 1949 the increase in service was nearly

400 percent with 3820 cows serviced in 1949. This last figure represents an increase of 764 percent for the ten-year period.

While this program of improving dairy cattle was going on the output of the creamery was likewise climbing. In 1940 the association received 785,570 pounds of butterfat from 728 patrons. By 1949, 732 patrons were producing 1,025,253 pounds of butterfat.

The cost of operating the breeding program had grown to $17,963.90 for the year 1949. Although the breeding department ran at a loss because of the low service charge, the Floodwood Cooperative Creamery supported the program because it meant increased milk and butterfat production in the area. Cost of the department to the association was $946.49 in 1949. The average cost of service charge per head was $3.81 in 1949, compared with the actual cost of $5.01. The program could be made to operate on a paying basis by an increase in the service charge, but the membership as a group wished to encourage the upgrading of cattle for increasing the production of the cooperative and so were willing to deduct the loss from the total earnings of the organization.

Opposition

Opposition to the dairy breeding program came primarily from the private creamery in a neighboring city and their buyer in Floodwood. This agent circulated a petition among the businessmen and farmers requesting the board to discontinue the hiring of an evening school instructor who worked with the creamery on the breeding program. He presented this petition to the board at a meeting in April, 1943. After listening to the objections, the board hired Bernard Salmela to replace Norman Berg.

The representative of the private creamery became a candidate for the school board at the annual meeting of the school district in May, 1943. Running with him were the local doctor and the wife of the postmaster. The opposition slate was defeated in the election and the private creamery agent trailed the ticket.

Cow Testing Association

During his two years as vocational agriculture instructor, Norman Berg planned and organized the Floodwood Cow Testing Association. More than fifty farmers were the first members of

the organization and more joined later. The salary of the tester, or supervisor, was paid by the Iron Range Resources and Rehabilitation Commission with the project sponsored by the local cooperative creamery. Some of the main purposes of the Cow Testing Association were to teach farmers how to (1) keep necessary records; (2) ascertain the productivity of individual cows; (3) compare productivity with the cost of feed; (4) appraise more scientifically the value of cows they wish to sell; and (5) improve the dairy herd.

The Cow Testing Association was another example of school cooperation and planning to improve the agricultural well-being of the community. Young boys going through school and studying scientific farming were able to see their dairy herds improve through the years. In addition, farmers learned that it is impossible to accurately appraise a cow without accurate records.

Community Education

Adult education, or "night school" as it was called, had been instituted prior to 1925 in the Floodwood district. In 1924, night school classes for citizenship and literacy training were being held in the Lincoln, Gowan and Moore buildings with enrollments of five to ten students, respectively. The county school superintendent's office helped to supervise these classes. The program continued each year even though there were not always enough students to make it possible to collect the state aid. Many of the students were adults of Finnish and Polish descent in the community who did not speak English or who spoke it very poorly. It was felt that the work was not only worthwhile but also made the participants better supporters of the day school and its activities.

At graduation exercises in the spring certificates of attendance and achievement were presented to the night school students by officials from the county school superintendent's office and immigration officials from Duluth. One hundred fifty people attended the exercises in the spring of 1928. The school could secure state aid for any adult course offered provided that a teacher was available. (A tuition of two dollars had been charged each student until 1931 when tuition was discontinued by board action.)

The interest created by literacy and Americanization training maintained night school classes in such subjects as advanced

arithmetic, composition, English, reading, writing, spelling, American history, civics, and health sanitation.

The Depression with its work-relief program gave the district the advantage of three free teachers. One handled the usual literacy and Americanization courses; the second, physical education; and the third had three groups — sociology, arithmetic and economics, and political science. Typical enrollments were: gymnasium classes which were recreational in nature, 71; sociology, 21; economics, 38; political science, 10; advanced English and history, 13; naturalization, 9; and arithmetic, 12.

Mothers' Clubs

In the fall of 1934, a change of emphasis and planning occurred in the adult education program. Mrs. Luella Mustonen organized her evening groups in a more informal fashion. The naturalization work continued as usual, but in the village and in the Gowan community she organized Mothers' Clubs. In reality they were coffee clubs with the members rotating as hostesses in their homes in the country and in the home economic room in the village. They were interested in nutrition; food for the growing child.

The mothers' club idea spread to the point where Mrs. Mustonen was busy every evening of the week. In one of her written reports she listed other possible interests might be agriculture, home economics, and public speaking. By March, 1935, another teacher had to be added to the program to take care of the demand for the organization of Mothers' Clubs.

Other offerings in adult education that year included a class for businessmen who wanted to improve their English; an open-forum discussion group; an advanced English group; and a social hour for the recreation of all.

Community Education Extended

The starting of the adult education program was delayed in the fall of 1935 because of changes in relief requirements and in the administration of the federally sponsored programs. A county-wide adult education project was set up and the Floodwood district was able to get the services of four instructors for two nights a week.

As a result of the federal subsidy of adult education it was not necessary for the school board to allot any funds in the budget for this item. The superintendent stated in a report to the board that it was their responsibility for providing education for students beyond school age because there was such a large number of young men and women in the community who were out of school. He said that if all the children of high school age were to attend there would not be room for them in the building and suggested a program of community education. "Community education," he said, "should continue from the time a child enters school through adult life as long as he lives in the community."

Luella Mustonen had reported the previous year that there was interest in agriculture on the part of some of the men who accompanied their wives to a mothers' club meeting. These farmers had asked Mrs. Mustonen if she could bring along someone to discuss things with the men in the kitchen while the women sewed and talked in the living room. When the agriculture instructor was hired in the fall of 1935, he was invited to attend the mothers' clubs to meet the farmers. Thus, through the efforts of a relief project adult education teacher, the agriculture instructor was introduced in many kitchens. This continued and the extra travel on the part of the agriculture instructor together with the miles he travelled organizing REA resulted in his being granted an additional 1,000 miles travel allowance in June, 1936.

The adult work carried on with the Mothers' Clubs and the county-wide program did not take care of the people who wanted special naturalization training. One of the regular staff members was hired to teach that group with the provision that the class members pay half her salary. The board agreed to pay the teacher on this basis since the district was hard pressed financially and they had become unaccustomed to paying for adult education teachers during the relief period.

On April 8, 1936, the adult education staff put on a program called the "Social Center Review." The attendance was very large but the faculty of the Floodwood school felt the emphasis was misplaced on social activities. They felt that the county-wide WPA Education Program had not worked out satisfactorily in some respects. The main difficulty was the unwillingness of the director of the county project to allow his teachers to work under the supervision of the local staff and administration. The one local teacher (Luella Mustonen) was very successful with her Mothers' Club groups. The other teachers sent in did not feel

they should take local direction and were not particularly willing to take suggestions. Lila Wiklund was hired to teach citizenship courses because the WPA teachers did not want to work with that group. Citizenship training was still one of the local community needs.

As the board did not make provision for adult education in the budget, there was no adult education program during the 1936-37 school year. The teachers and the administration thought it best for the people in the community to forget for a year some of the problems which had been created by the untrained and unreasonable teachers who had been accepted under the relief program. However, in February, 1937, the superintendent suggested that plans for the ensuing year should be made early. He told the board that the school program should play a more important role in community development and in some way the community should be brought closer to the school.

Faculty Planning

As a result of several discussions at faculty meetings, it was suggested that an adult education program might be more successfully carried on by the resident faculty than by itinerant teachers. The faculty assumed the responsibility of planning the adult education program for the following year because, they said, it was their responsibility to help educate the adults as well as the children of the community. As a result, they volunteered their services and an evening school committee canvassed faculty members to determine what activities could be handled by their members.

Another development during the 1936-37 school year paved the way for the success of this faculty planning. In the fall a suitable applicant could not be found for a vacancy in the home economics department so the year started without an approved teacher. In the emergency an elementary teacher, who was exceptionally gifted as a cook and in sewing and needle work, handled the home training classes as a temporary substitute. A substitute was hired to replace her in the elementary school. This arrangement continued until Christmas when it was reported to the board that two suitable applicants had been located. Wilma Ashley was hired to finish the year as a qualified vocational home economics teacher. At the same board meeting the agriculture instructor was released from his contract and Grant was

hired to replace the one who resigned. Both of these young instructors came to Floodwood from the university for their first teaching experiences. They fit into the faculty planning activities for the community education program. During the second half of the year, Grant held a few meetings for farmers and Miss Ashley had a few meetings of the Women's Club originally organized by Luella Mustonen.

The Floodwood Community Adult Evening School was sponsored by the faculty committee during the 1937-38 year. An announcement listing a variety of activities available in the evening school was drawn up and distributed to adults in the area. The offerings included physical education for both men and women; Americanization; agriculture clinic; business education; English; farm shop practice; fine arts; music; general science; social science; and safety education. The entire range of activities was spread over a period of ten weeks with classes four nights per week.

The board hired Lucille Finnila, a former local teacher, to work part-time as evening school director to take care of the details of reports and organization. Fifty percent of her salary was reimbursed from state evening school aid.

Fourteen secondary and elementary teachers and the director handled the adult evening groups. Later, they petitioned the board to allot $15.00 per week for evening school salaries. The board agreed and the evening school committee distributed the amount to the teaching staff at the rate of $1.50 per hour. The total request amounted to $144.12 which included $36.00 paid to the director.

Two hundred people were registered in the various activities offered in the evening school. The home economics class had the largest enrollment with 59; the arts and crafts class, 42; and the open forum, 20. The latter often had many interested people who came in for special meetings, but were not regularly enrolled.

Before the close of the sessions for the year, a representative was chosen from each activity group to constitute an "adult evening school council." This group made recommendations to the faculty committee and gave the superintendent a list of suggestions.

In the winter of 1928-29, there were eleven teachers including the two vocational instructors in the evening school program. The director was not available so the evening school committee assumed the entire responsibility. In the fall they started publicity

in the *Rural Forum* urging those interested to call at the school office. After the program was underway, they continued their publicity and filler announcements were found throughout the paper.

The list of suggestions made by the evening school committee after their session with the adult education council illustrates the significant contribution the committee made to the evening school program.

The committee suggested:

1. No teacher need participate unless he is perfectly willing to cooperate (all not required to teach).
2. Definite plans of work to be made before classes begin.
3. Advertise: posters and newspaper.
4. Each teacher should be thoroughly familiar with report forms and blanks before beginning classes.
5. Have a night school director.
6. Classes should be scheduled for a definite time which will be followed during the entire session.
7. School buses run if possible.
8. It is suggested that Tuesday night might be the main meeting night.

Part-time classes for out-of-school youth were coordinated with regular evening classes although reimbursement for the teachers and the making of reports went through other channels. The physical education classes developed into a community basketball league which is discussed later under "Community Recreation."

In the summer of 1939, the board hired Kenneth O. Hovet as English instructor for the high school. In order to compensate for the salary cut he took to come to Floodwood, the superintendent named Mr. Hovet evening school director in addition to other teaching duties. He was paid $100.00.

Interest remained about the same with some additional emphasis on the social and recreational phases of the program. The "Hard Time Dance" winding up the year's activities proved to be such a success that the committee decided to have another

affair similar to it the following month even though the evening courses had ended. The women's physical education group, with Esther Johnson as instructor, also did not want to quit at the end of the regular ten-week period. Miss Johnson volunteered to meet with them as long as the interest held up.

Because of the popularity of the party and dance sessions, the 1940 adult education program opened with an old-time dance. E. D. Garland, a member of the board of education called the square dances. The social events and the open forums brought out many more people than were enrolled in the regular class sessions. Thus, the influence of the work was spread to more people who either did not have the time or the interest to attend all the meetings.

Emphasis on war production in 1942 changed the complexion of the evening school work. Defense training classes were organized in automobile, truck and tractor repair, and in carpentry and construction. Both of these courses were designed to train adults for ship building skills which would be needed as production got underway in Duluth.

The Floodwood Cooperative Creamery contracted to furnish the government a quota of dried-milk powder and built a $50,000 addition to the plant with U. S. Lend Lease funds. With the marketing of whole milk expected to start in March 1942, the agriculture instructor worked with farmers to teach them sanitary methods of producing milk. This enabled the creamery to meet government standards.

Citizenship classes continued as long as there were ten people for a class (1942-43) and terminated after this community need had been satisfied.

Community Recreation

With the new gymnasium available for use in January 1926, many of the young men and male adults were interested in playing basketball on the new floor. The manual training and seventh grade teacher, who also coached, played with the town team.

On evenings when there was no regular basketball practice, the coach offered a "businessmen's night" in the gymnasium. Later, "ladies night" was organized. This was about the extent of community recreation in 1925-26, except that in the summer there was an independent baseball team which played a schedule

of games with neighboring villages. Recreation was thought of pretty much in terms of playing on a team in an organized sport or watching the games. There was no organized after-school activity for school children. There was no recognition of the recreational needs of youngsters outside of school during the period from 1925 to 1930.

In the summer of 1930, a men's softball league was organized by a graduate with the help of the superintendent and other young men. This idea carried over into a winter basketball league of young men who used the gymnasium on Sunday afternoon. This group was composed of young farmers, loggers, and young men who just hung around town. There were six teams that played round-robin schedules through the winter under the guidance of the former coach who was now the superintendent of schools.

Music, Dancing and Drama

When Paul Gauche was hired to spend a day each week in the school teaching instrumental music, a community orchestra was organized. When the first musical program was given, the students were assisted by the Floodwood Community Orchestra.

A community chorus was organized during the winter of 1930-31 by the parent teachers organization.

The superintendent was a member of the recreation committee of the St. Louis County Club and Farm Bureau Federation, a county-wide organization. At the committee meetings, county and home demonstration agents made suggestions for rural recreation. These ideas were carried back to the community of Floodwood and were discussed with the people in the community who might be interested in the various activities proposed.

One such activity was square dancing. As there was much local interest the county-wide square dancing contest was held in Floodwood with the parent-teachers association in charge of details. Proceeds from the admissions earned $125.00 for the PTA Music Fund. Prior to the finals, a series of square dances were held in the community to select entrants for the county contest. The dances were held in the "community hall" or gymnasium of the school.

Another social activity was drama. During the 1930s one-act plays were popular and there was much local participation in their production.

A one-act play called, "Submerged" coached by Mrs. L. E. Harris, about a submarine that could not surface was so emotional that the fearless pioneer of the community, Jean New, became so emotionally involved that he bolted out of the auditorium.

The St. Louis County Recreation Club encouraged rural participation in the plays. To stimulate greater interest, the association sponsored a county-wide one-act play contest. The final contest of the three best plays was staged in the Floodwood school gymnasium. The Floodwood play won first place.

Many local people felt that the rivalry did not generate good will and the participants were so intent on winning that they lost sight of the fact that the project was for enjoyment. Thus, the original aim of giving the plays for recreation was not wholly achieved.

Certain individuals were responsible for giving strong support in the community. Mrs. Ethel Arnold, Parent-Teachers Association president in 1930, Mrs. Clara Merrier, Mrs. Luvern Poupore, C. R. Bolstad, Leo Pollock, E. D. Garland, Mr. and Mrs. Sanfrid Ruohoniemi were people who could be counted upon to give support to community recreation activities. They were individuals who would get up in a meeting to support an idea, make a motion to sponsor an activity, or assume leadership roles in directing an activity. The first four names were former rural school teachers and Mr. Bolstad was a college graduate. Mr. Garland and Mr. Pollock were railroad employees. Garland was a member of the school board in 1930; Ruohoniemi was elected in 1931 and Pollock in 1936. Garland liked to call square dances; Pollock played a violin and sang in the chorus; Bolstad sang and played several musical instruments; the three women sang and played the piano and organ. Most liked to square dance. They were all highly respected in the community and took leadership in their respective churches. Pollock was leading layman in the Catholic church as was Bolstad in the Trinity Lutheran church and Mr. and Mrs. Ruohoniemi in the Bethany Lutheran church. The two last mentioned were the only ones of Finnish descent. All the women were active in women's auxiliaries of the churches or lodges to which their husbands or relatives belonged. The men were very active in civic affairs and organizations. These people are mentioned here because their leadership is in evidence in community recreation as well as other phases of community life.

The parent-teachers association was a focal point for recreational activities. Social and folk dancing were common activities as part of the meetings. This provided some recreation for the adults.

Boy Scouts

The first encouragement for scouting came from a board resolution in 1925 endorsing the Boy Scout organizing efforts of Loren Powell and offering the use of school facilities. The Boy Scouts were not an official school activity although during 1925 through 1927, the coach and seventh-grade teacher worked with the scouts on tests and took them on hikes. From 1928 through 1931, two upper grade teachers gave some assistance to the program. In April 1930, the board officially voted to sponsor a Boy Scout troop and appointed M. W. Raihala, a board member who devoted some time to the scouts, as scout master. In the fall of 1931, the board paid for neckerchiefs and manuals after receiving a report from the superintendent that the "Boy Scouts under the guidance of William Raihala have been advancing by leaps and bounds."

In the summer of 1933, Charles A. Nash was hired as physical education instructor and director of athletics. During the time he stayed in Floodwood, Nash gave a helping hand to the scout master and worked with the scouts in special activities, such as building a camp in a wooded section, constructing a boat, taking hikes, passing tests, and life-saving.

After Nash left in 1939, there was no faculty member who was willing to devote extra time to the scouts. The school activity program was quite heavy and the men on the faculty were well occupied.

A joint committee of people interested in scouting and a committee appointed by the PTA studied the problem. They felt that parent support should be in evidence before a drive for financial support began and before any recommendation was made to the Parent-Teachers Association. M. W. Raihala, organization chairman, presided at this meeting and gave a report to the association at their next regular meeting. As a result, the Parent-Teachers Association of the Floodwood school decided to sponsor the Boy Scout troop.

The reorganized scout council met in the superintendent's office with the new scout master, the Reverend M. G.

Halvorson, pastor of the Trinity Lutheran Church, and made plans for a troop meeting of the scouts to be held in the American Legion Hall the following week. Announcements urged parents to attend the meeting with their sons. Twenty boys with a few parents turned out for the scout meeting with scout master Halvorson and his two assistants, Paul Widstrand, printer for the *Forum*, and Willard Stibal, junior high instructor at the school. Regular meetings of the scouts took place during the summer of 1942 and the boys assisted in the rubber collection campaign as their contribution to the war effort.

The war took so many young people from the community and the adults were so busy with war-time drives and activities that the only recreation program under organized guidance during the war was scouting.

A Young Men's Athletic Club for out-of-school youth was organized in the fall of 1933. It was operated under the direction of the superintendent's office and supervised by Mr. Nash. There was a charge of one dollar for each member to take care of the overhead.

Also under Mr. Nash's direction was the Adult Club for Men and the Adult Club of Women. Adults were asked to contribute enough money to pay for the lights and heat for the two nights per week the gymnasium was used.

The use of the gymnasium by young out-of-school adults had become a practice since the winter of 1925 when the "Businessmen's Night" and the "Ladies Night" were started. During 1932-33, a somewhat unorganized program was carried out under the physical education director. When a basketball game was played the players and those watching paid ten cents each to defray the costs for heat and light.

In March 1934, an independent basketball tournament was held in Floodwood as a part of the St. Louis County Recreational program. The neighboring towns and Floodwood competed for the right to enter the final play-off to be held in Virginia, Minnesota. The event at Floodwood was sponosored by the High School Athletic Association and the proceeds helped to offset the constant deficit which the association faced. In putting on the tournament the expressed purpose was to raise the level of sportsmanship and develop congenial community relations.

As the school became more and more the center of activity, the problem of whether or not to charge for the use of the building troubled the board. The district was in a tight financial condition

and the light and heat bills were high. The matter of arranging a program of community recreation in the gymnasium was settled in 1934 by the board's decision to charge fifty cents per night for the lights.

The manner in which the cooperative issue flared at intervals is shown in this same meeting of the board when a request was received from the Cooperative Youth League for the use of the gymnasium for six nights over a period of six months. Although the board had just decided to allow the use of the gym for fifty cents per night for community recreation, the fact that one organization wanted the exclusive use of the gym on those nights brought on quite an argument. It was settled by the men on the board representing the farmers and the cooperative making and seconding a motion to allow the Cooperative Youth League's request for a total of $60.00 rental fee. Although this amount was very liberal, one member voted against the motion.

The work-relief program helped to encourage some community recreation activity. Two men were assigned on a recreation project under the direction of the superintendent. One of them assisted Mr. Nash with the gym-night sessions and with skating rink supervision. A winter sports frolic was arranged by the recreation worker which included an opening Saturday night dance, followed Sunday by the crowning of the frolic queen, cross-country ski races, skating races for all ages, fancy skating, broomball and hockey games. It was a big community affair for which large crowds turned out.

The WPA recreation director also helped with another basketball tournament sponsored by the St. Louis County Recreation Committee at Floodwood in February 1935. Teams from other communities in southern St. Louis county participated along with the Floodwood community team. The Floodwood team was the winner of the local league of six teams which had played a round-robin schedule during the winter. During this year the school was a beehive of activity with the gymnasium the most used room in the building.

Outside the building was the skating rink which had been levelled with the help of county highway equipment and flooded with the help of the village fire department. Lights for the rink were turned on from seven to ten o'clock each evening.

During 1935-36 the work relief adult education program was in operation and a general integration took place between what

had formerly been separate adult education and recreation programs.

As early as March 1936, the men's and women's athletic clubs, organized under the direction of Luella Mustonen, the WPA adult education instructor, had requested the use of the gymnasium for the afternoon and evening of July 4, 1936. This group of adults in the community had taken upon themselves the responsibility of organizing a July Fourth celebration which had been neglected for a year or two. Thus, out of adult education grew community recreation and service.

During that period of developing work-relief programs, the county was beset by a conflict between the St. Louis County Unorganized School District and the St. Louis County Club and Farm Bureau. These two organizations had relief projects approved for recreation and the county schools also had a countywide adult education program. The St. Louis County Club had expected to handle all matters of recreation while the county schools handled all matters pertaining to education. However, the county school officials felt that education and recreation were one. The independent school district, such as Floodwood, could have nothing to do with either if it wished to go on with a program of its own. The Floodwood district decided to try the impossible and cooperate with both while maintaining its own program.

Part of the recreation program was supervised by workers certified under the St. Louis County Club and another the county schools' project. The Floodwood school made one stipulation: workers on the various projects must be directly under the supervision of the superintendent and staff of the Floodwood school. During the winter of 1935-36, this cooperation was maintained but sometimes with considerable strain and some jurisdictional problems.

The St. Louis county school worker cooperated with the other recreational director in planning another elimination basketball tournament in February 1936. The jurisdictional problems which had existed between the two countywide organizations finally became too much for the local district to handle and the staff decided that the school and community would be better off operating on an independent basis.

At this point, it might be appropriate to generalize on the harmful effects of help from the outside. The main difficulty

stemmed from the lack of sensitivity of outside supervisors or professionals to the problems inside the community. The community might be better working out its own problems a little more slowly but with local insight.

During the legislative session of 1937, a law was passed enabling school districts and city recreation departments to make joint expenditures for summer recreation programs. The superintendent recommended in his May report that the board make an agreement with Mr. Nash to carry on the summer program. At the following board meeting in June, Mr. Nash gave a report on "The need and possibilities of a Recreational Program." The first paragraph is illustrative of the problem encountered:

> When the intramural program was started here in Floodwood, it was very difficult to get the children to play. Their lives seemed to be made up of working, eating, and sleeping. Recreation, exercise and play of a wholesome nature were little thought of. The only recreation and play they had was of the kind thought up by themselves, and that was not always wholesome or good. The result was that most of our young people were dull and dissatisfied (all work and no play). Many of them quit school at an early age and those who did go on looked at the future with despair.

The board hired Mr. Nash as recreation director for two months in the summer of 1937 for $75.00 per month. With the help of a summer recreation WPA worker he organized a recreation program. Swimming beaches were cleaned out and equipment constructed with the help of WPA crews on the Floodwood River in the village and at Prairie Lake, nine miles south of Floodwood. Baseball diamonds were levelled and backstops constructed at Cedar Valley, Gowan and Prairie Lake schools with the help of the county highway crews and their equipment. Horseshoe courts were laid out in various neighborhoods and tournaments scheduled. Playoffs for junior hardball and softball leagues were planned. A women's league and a men's league in softball were organized. Any evening the playground was a maze of players and balls. The older people sat on blocks of wood, boxes, or benches watching the games.

The summer recreation program continued to expand until Mr. Nash was released from his contract in August 1939. The winter recreation program had settled down to a basketball league with outside teams or with the South St. Louis county league. One of the teams had some publicity in the *Forum* in which they ex-

tended their appreciation to the superintendent and the school board for extending the facilities of the school for games and practice. WPA recreation workers were on the job during the summer of 1940 maintaining playgrounds and beaches set up by Mr. Nash.

Square dancing was a favorite winter recreation carried on by the adult evening school council. The winter frolic became a traditional affair with sponsorship shifting in the later years to the Girls' Growler Club, a cheerleaders group who in turn called on various student organizations for services. "Laskianen" programs of winter sport, a carryover of Finnish custom, were incorporated into the frolic activities.

A result of the recreation program was the volunteer efforts of different organizations in forming a limited recreation program to satisfy their own needs. In the fall of 1941, a group of Floodwood businessmen organized a volleyball association. They formed four teams and played in the gymnasium each Tuesday evening. A continued interest in recreation was evidenced by the program of the Parent-Teachers Association in January 1942, when they studied community recreation facilities for children.

Although the board discussed the matter of a summer recreation program in the spring of 1943, no action was taken. The war had caused a shortage of teachers. With the coming of winter in 1943, a group of interested citizens and teachers met at the school to plan some recreation. As a result, one night each week was designated recreation night at the school. The library, the gymnasium, and school shop were open. Teachers volunteered to provide something of interest to all who attended.

From 1943 on, recreational activities were conducted by many organizations in the village rather than from the school as a central planning agency. These organizations used the facilities of the school often requesting help in the form of services. Some of the more active participants who planned recreational events of an all-community appeal were the student organizations, the parent-teachers association, the Co-op Public Relations Committee, the Floodwood Athletic Association, the Southwest St. Louis County Fair Association, the Floodwood Civic Club, the Lutheran Brotherhood, the Floodwood Volunteer Firemen's Association, the Square Dance Club, and the American Legion.

Various fund drives for the support of recreational activities invariably met with success, as did ones for the purchase of band uniforms for high school students, and an electrical scoreboard.

Musical events, graduation programs, recitals, plays, banquets, athletic events and dances were activities which met with good community response.

Efforts to stimulate a broader interest in community recreation were made by the school staff in 1946. An article in the *Forum*, "A Community Program of Recreation Is Needed," stressed the value of recreation and urged the establishment of more community playgrounds to accommodate the younger children. This was followed by an editorial the following week titled: "Recreation Should be a Part of the Community Program."

K. O. Hovet, who was acting superintendent at that time, prepared a statement on the question of recreation which was to be submitted to the voters at the annual school election: "Shall the Board of Education of Independent School District No. 19 be authorized to enter into an agreement with any legally constituted board or body to operate a program of recreation?" The village council had expressed a willingness to help support a program of recreation but state law required the question to be decided by ballot.

The statement was read and discussed by the parent-teachers association at the April meeting. Eugene Avery, athletic director, led the discussion. The question was approved at the annual school election in May without a single dissenting vote.

With the question approved, the superintendent called on all organizations interested in promoting a recreational program to send delegates to form a central planning council. A committee of people assembled at the school and laid plans for a summer recreational program. Neighborhood leaders were sought who would be willing to help with the establishment and supervision of community playgrounds at scattered locations within the village to accommodate more of the younger children. Community help was again solicited the following spring through the columns of the *Forum*. An editorial titled, "What Recreation Program Does the Community Demand?" placed the problem before the people. That year the "Health and Recreation Council," as they called themselves, worked with Charles Nash who had returned to Floodwood. A lively program of summer activities provided relaxation for young and old. People in the community were informed of the general program of events through a series of short articles written by Nash titled, "Recreation Notes" which appeared periodically throughout the summer.

The cost of the summer program was born equally by the village council and the school board.

The conflict between the cooperatives and private businessmen, always in evidence, was less pronounced at recreational events. The school wanted the support of both groups in working out a program of community education and for that reason tried to promote more occasions in which people could play together and forget their differences.

The Co-op Public Relations Committee tried to put on social events which would not be offensive to private interests. One such event, a banquet honoring returned servicemen on February 16, 1946, was the largest event of its kind in Floodwood and called on the resourcefulness of the entire community. Approximately 500 were served in the school gymnasium and entertained by speakers and talent solicited from the entire community. K. O. Hovet presided as toastmaster and the response from the servicemen was made by the writer.

The jealousy of the two factions, cooperatives and private business, at times served as an impetus, rather than a hindrance in stimulating community interest. If one showed a disinterest, the other was always ready and willing to carry on. There was often an expression of satisfaction after a job well done of "We did that better than the other group."

Competition for the use of the school building for outside activities continued to be a problem for the school administration. A schedule of activities in the school building in 1948-49 shows that fifty organizations made use of the school's facilities involving 354 activities. Rooms most in demand were the gymnasium, hot lunch, sewing, music, library, agriculture, home economics, and shower.

Parents' Study Club

At various times during 1947-48, a number of parents indicated their desire to learn more about the general education program. This desire was prompted by the parent's concern over their children's progress and by rumors spread by uninformed local townspeople. It was suggested that parents form a study group to give them an opportunity to become better informed.

This group met for the first time during March 1948. Several faculty members assisted with the organization. Based on par-

ents' concerns, the topics discussed were: What is general education? Discipline? Parent-Teacher cooperation? Teacher-pupil planning? How will general education meet with college entrance requirements? How will general education meet State Department of Education requirements? What sort of reports should parents receive?

The study group met each week until the end of the school year. Parents were given an opportunity to do much pertinent reading. Numerous members of the group gave reports on their readings.

Parents who identified themselves with this group progressed in their understanding to the extent that they were instrumental in improving public relations between the school and the community. Two members of this group became so interested in school problems that they ran for the vacancies on the board of education. Although they did not receive sufficient votes to become members of the board, nevertheless, their campaign time was spent in contacting all the parents of the community giving them first-hand accurate information concerning the school.

The study group continued their meetings the following year, 1948-49, with twenty-five to forty attending each meeting. Some came to listen, some to criticize and some to study books and periodicals. Several parents read and reported on articles and helped lead round-table discussions. Arthur Adkins and Rudolph Weyland, members of the teaching staff, acted as moderators.

The activities of the study club culminated that year in the collection of around thirty specific questions on modern education which were sent to Dr. Nelson Bossing, Professor of Education, University of Minnesota. Dr. Bossing had been for several years assisting Floodwood and five other Minnesota schools in studying and revising their curricula. The group invited him to a public meeting in Floodwood where he gave a talk based on the questions sent him.

The formation of the study club was a result of criticism of the school program. The faculty recognized the interest and provided the group with facts and guidance.

The Health and School Lunch Program

The first corrective health program undertaken in the Floodwood school was a dental clinic sponsored by the St. Louis County Health Association in the fall of 1926. This included a free dental

examination and dental work at cost. The clinic was sponsored by the Christmas Seal Sale.

Noon lunches as far back as 1925 were provided in all of the buildings for a part of the year, usually the coldest months. The lunch was simple, soup or cocoa made with milk. A change was made in the Lincoln building in 1927 when children were asked to bring their lunches from home. They were asked to bring food in jars which could be heated on the steam table in the hot lunch room. This was not successful and was discontinued in 1928-29. Rural schools continued to serve hot lunches as long as they were maintained. Stoves in the teacherages were used for cooking and the older girls assisted with food preparation and clean-up.

The School Doctor

The local doctor was hired by the board of education to examine the athletes during the period 1925-30. To extend this service to all the children the board made a contract with the doctor for student examinations at an annual cost of $225.00.

A doctor and a nurse from the County Health Department gave tuberculin tests to students who brought permission slips from their parents. This test was described in a mimeographed bulletin to all patrons in the district, instructions given regarding positive reactions and advising X-rays as a follow-up in those cases. Free X-rays were given sixty students who were transported to Duluth for follow-up tests.

Indications of the effect of the Depression in the community were evident when the superintendent found it necessary to spend much time for a period of three weeks assisting with the details of distributing Red Cross flour and relief work. "Through the cooperation of the Poor Commissioner's Office, there are no children in school without adequate food and clothing," the superintendent reported to the board of education. The Depression wore on and the school cooperated with the relief agencies by setting up projects to provide work such as the repair of buildings and furniture.

Upgrading School Lunches

Adult education under the Civil Works Administration, was operating in February 1934. After the CWA was discontinued and restarted under a new alphabetical name, ERA, the program paid the salaries of the cooks for the hot lunch program.

Credit for the organization of this program goes to Luella Mustonen whose Mothers' Clubs studied the value of good nutrition to the growing child and worked for the serving of substantial hot lunches in school. After the lunch service had been discontinued for four years, the mothers worked on planning and on January 7, 1935, served a hot dish to 156 students at a cost of three cents per dish. The lunch program was continued to the end of the school year with the mothers preparing and serving the meals. An attempt to get labor through the Emergency Relief Administration was made but it was not until the following fall that aid was forthcoming.

The program continued in the fall of 1935 with the salaries of two cooks paid by ERA. Produce was exchanged for lunch tickets, but if the child had neither cash nor produce, he could work for his tickets. If children in the first three grades needed to work, they were given simple housekeeping jobs in their home rooms so they would not feel they were the recipients of charity.

The cooking of hot lunches increased the consumption of bottle gas and necessitated the purchase of additional cooking equipment. In November of 1936, the board purchased a new cooking range for the hot lunch kitchen. A report detailing the operation of the project from October 5, 1936, through February 5, 1937, shows the average number served daily to be 168. The average daily cost of the lunch served was nine cents. Food traded in by students, kept the daily expenditures very low.

The home economics and agriculture teachers, working with the health and physical education and science teachers, and the high school principal encouraged the study of foods to health in each of the fields indicated. In the elementary school, teachers centered much interest around food and gardening, good teeth and habits of eating. During the year 1937-38, there was much emphasis on growing vegetables for table use. Students in mathematics figured the cost of growing enough vegetables to provide lunches for one student for one year. With the two vocational teachers acting as consultants, many questions concerned with the growing of vegetables were asked and answered. These involved the preparation and care of soil, selection of proper seed, estimates of amounts needed for various size families, care of the plants, harvesting of crops, and preservation of the various types of produce.

A garden plot was provided for the workers on the school lunch relief project. After school was out in the spring of 1938,

these workers spent full time working in the garden. This was anticipated as a means of providing work relief as well as providing produce for those students who might not raise enough to supply their own needs. Arrangements were made with the Federal Works Agency to use canning equipment for preserving fruits and vegetables which could not be stored dry.

Before garden planting time arrived in the spring, the two vocational teachers worked out a gardening contract by which students agreed to raise specified amounts of fruit and vegetables. These were preserved if needed and when delivered at school, the student received credit in the form of school lunch tickets. The first year, seventy-five students, boys and girls, signed the contracts. The vocational teachers visited the students during the spring and summer to give them help and suggestions.

The growing season is late in Floodwood and school lunch cooks spent much time in September canning for winter use. Wilma Ashley, home economics instructor, called upon students through an announcement in the *Forum* to bring in produce for canning. A lunch ticket for the school year was valued at $8.70, and the number of pounds of produce estimated to cover this amount were listed in the announcement. These were the amounts worked out by the students as a part of their study of foods, diet, and health. This plan culminated in more students participating in the school lunch program with an average of 275 eating hot lunches daily in 1938-39.

In the spring of 1939, a four-acre tract was rented on a five-year lease so the land could be properly fertilized and rotated to provide better soil for the school garden. Because of a series of WPA lay-offs during the summer, it was necessary to call for volunteer help to can the vegetables which were grown. The WPA discontinued payment of the cooks' salaries so the women of the community did the work of canning vegetables for the school lunch.

The problem of getting qualified cooks on the relief rolls was a constant one. The women who worked on the program had to come from families where the man was unable to work or where the woman was a widow. Two of the women who started were taken off the relief rolls and a man was found who had had cooking experience in the Army. The one woman remaining was taken off and the school fell back on volunteer help from the Women's Club. In 1941, the parent-teachers association assumed this responsibility.

The superintendent and a welfare office investigator went through the relief files and discovered another veteran who had been a baker in World War I. The man, the father of several children, was working on a ditch-digging job on the village water and sewer project when the investigator and the superintendent found him. When asked how he would like to give up his present employment to work in a nice clean kitchen, the voluble Russian-American said, "Let's go!" The two men did a fine piece of work until the relief program was terminated in the spring of 1943. In April, the board of education decided to cut off the school lunch program that year after the month paid by the parent-teachers association had terminated.

In the fall of 1943, the parent-teachers association discussed the possibilities of continuing the school lunch program. Mrs. Sanfrid Ruohoniemi, representing the PTA, appeared before the board of education and requested its help in financing a cook for one month on a trial basis. The plan of the association was to manage the hot lunch program on a self-sustaining basis excluding salary costs. Prices were raised slightly to accomplish this end. Reimbursement for the lunch deficit was later secured through the county school office. Details of the project were presented to the parent-teachers membership by the committee appointed to work out the plans.

Thus, the school lunch program carried over from the Works Progress Administration sponsorship, with its free help, to the Food Distribution Administration, a World War II agency, with its reimbursement based on the cost of the lunch. The Floodwood Parent-Teachers Association with its interest and efforts had kept the project going when the Women's Club discontinued. Many of the same women involved were in the nuclear group who were responsible for reactivating the school lunch program back in 1934. This activity is an example of community groups involved in school planning.

Health Examinations

Another undertaking to meet the health needs of the students was the sponsorship of an eye clinic by the Women's Club. A specialist from Duluth was engaged to examine twenty-three students having particular vision difficulties. Part of the expense of the clinic was born by the club.

The practice of making a contract agreement with the local doctor for examination of all the students was discontinued when H. W. Huseby, M.D., died in 1930. The Depression had forced a cut in the school budget and the practice of annual examinations of all the students was abandoned. Thereafter, arrangements were made for the yearly examination of students in grades one, six, and nine, all transfers, and all athletes. In this way, all were examined periodically, but not all at the same time.

A second eye clinic was held in April 1941, with the help of the county nurse. The project was spnsored by contributions from various local organizations.

Survey of Wells

A project allied to community health developed during the year 1939-40, when the general science classes with the guidance of their teacher, Carl S. Johnson, made a survey of the wells of the community. At that time, there was no central water system and no sewers in the village. Individual homeowners and businessmen built private sewer lines, some of which passed through septic tanks before emptying into the Floodwood River while others were a straight line to the river. Water was secured from privately owned wells, either shallow dug wells or drilled. Since the study of water was a part of the science outline, the subject was appropriate.

Students learned to sterilize bottles and collect samples of well water. These were checked for bacteria count and other impurities. Significantly, more than half of the wells in the village were found to be contaminated according to the standards of the State Department of Health. The instructor with a committee from the class gave a report of their findings to the board of education. The students used graphs and charts to summarize their information. Since members of the school board were also interested in or serving on the village council, the students were invited to present their report to that body.

The councilmen had been discussing a proposed water and sewer project since the summer of 1938 for which citizens voted approval in October of 1938. Constant delays, for one reason or another, had held back final plans. General opposition and fear of insufficient funds to complete the project kept the council from taking action. It was generally understood that the real rea-

son for delay in accepting government help was the reticence of local Republicans, who were a majority on the council, to spend money coming from a Democratic administration.

M. W. Raihala, who was clerk of the school board, ran for village mayor in the fall of 1939. The well survey was completed by the science class early in October of 1939. Mr. Raihala, who was also publisher of the weekly *Rural Forum*, emphasized well pollution as revealed in the survey, when he wrote, "Many wells have been included in the survey and found to be polluted. This is a dangerous situation and means we are subject to an epidemic at most any time." The study made by the class played an important part in getting the WPA project underway.

Mayor Raihala invited instructor, Carl Johnson, and a committee of the general science class to a meeting of the Village Council to give a report on their testing project. Before the meeting, the findings of the science class had been checked by the County Health officer and the findings had been verified as accurate. The class report to the council was impressive and the Mayor's tactic worked as he had expected.

The village now has a modern water and sewer system throughout, and health conditions have come a long way from the days when open sewers dumped into the Floodwood River which runs through the heart of the village.

The well survey project serves as an illustration of how work in the classrooms, while worthwhile in itself, contributed to community welfare. It furnished data for community leaders to use in argument for the health project. Excited villagers brought pressure to bear on the village council. This activity did not endear the school to some of the businessmen.

The Community Cannery

The community cannery made possible through the War Food Program provided a convenient expansion for the canning activities already in progress in connection with the school lunch program.

Organizational plans were worked out by Walter Erickson and Bernard Salmela in the summer of 1943. Community meetings were called in the Floodwood and Cedar Valley schools to sound out the interest of the people in such a program. C. C. Ayres, assistant state supervisor of the War Production Training Program, was in Floodwood for the initial meeting to help work out the

plans. Also assisting was A. J. Prescott from the Minnesota Power and Light Company who demonstrated the use of a dryer recommended for the preserving of foods.

The creamery board offered space in the basement of the locker plant for the cannery, but it was found to be too small to accommodate several workers at one time. Mr. Erickson contacted Rev. Dr. A. Kononen, pastor of the Bethany Lutheran Church, who agreed to lease the basement of the church for the community enterprise. Andrew Hokkanen, school board member and trustee of the church, was instrumental in securing the basement of the new church for this use. Good ventilation and plenty of light made it an ideal location. School janitors varnished and shellacked the floors to protect them before the large retort (pressure canner) was installed. Besides essential equipment, the cannery was equipped with an electric meat grinder and a jacketed kettle for rendering lard. At the beginning of September, 140 persons, including two men, had made use of the cannery facilities. Mrs. Clayton Stageberg, assistant instructor and clerk, reported the largest daily output the first season to be 406 quarts of processed food.

A variety of vegetables and fruits was canned. The need for supplementing the children's winter diet with fruit and vegetables had been brought out rather forcibly in reports from visiting physicians and dentists as early as 1926. Examination of children at pre-school clinics showed diet deficiencies. This information was relayed to parents and the school staff through written reports. Parent-teacher programs centered on this problem to make parents aware of its importance. Dissemination of information by the War Department also emphasized the large number of rejectees due to dental defects (21 percent) although Army standards were not high. This information was passed on to the people of the community through the columns of the local newspaper and by talks of the local physicians to the parent-teachers association. During 1933-34, the University Extension Service cooperated with the local school to teach food courses to the women of the community emphasizing the use of a variety of vegetables in the daily diet as an important health factor. This work was carried on by Mrs. Evelyn Sell, home demonstration agent, who taught a series of classes on "Food Fights for Freedom."

The cannery project was carried on with practically no expense to the local community, being financed by the War Emer-

gency Program. Salaries of instructors, janitors and clerks, and a part of the operational expense were paid by WEP.

The idea of continuing the cannery after the war was suggested by the cannery director, Walter Erickson, in a newspaper article published in the Forum in July, 1944, entitled: "Community Cannery Starts Operation."

As commercial canners were able to meet only about 60 percent of the total civilian need in 1944, people in the community were urged to make full use of the cannery. Courses in operation including reflanging were taught by the personnel in charge of the plant's operation.

In its third season of operation with vocational instructor, John Ketola, in charge, two large retort canners were added to the equipment.

The following summer, 1946, agriculture instructor, Peter Milinkovich, and the school office conducted a survey to determine whether or not there was a demand for the operation of the cannery. They found people to be enthusiastic about its continuation largely because of the rise in food prices.

The State Department of Education issued a full set of cannery equipment to replace what was called in by the War Emergency Program after the 1945 season. The State Department furnished all the equipment and paid the salary of an instructor. On approval of the board of directors of the Floodwood Cooperative Creamery, housing for the cannery was provided in the basement of the new creamery poultry and produce plant. Large pressure cookers, steam vats, cooling vats, steam jacketed kettles and preparation tables were installed. Joseph Freeman, supervisor in 1947-48, ran a series of articles in the local paper giving tips and suggestions for canning seasonal foods.

After the federal subsidy was terminated with its allowance for rental of space for the cannery, the creamery did not charge the school for the use of the room (sixteen feet by thirty-two feet). In addition to this, they furnished the steam from their own boilers and water without charge. In return for this, by verbal agreement, the school did not charge the creamery for the use of the laboratory by the artificial inseminators. This was another example of the two boards cooperating for the mutual benefit of the people of the community.

Through the efforts of the superintendent and supervising personnel, outside agencies were called in to contribute goods or services for the project. Although many community canneries

discontinued activity after the war, the Floodwood plant continued to fulfill community needs.

Students study food preserving at Community School Cannery — *By permission of "Seventeen" Magazine*

The Park Project

As a result of a close check of parcels of land which became tax delinquent in the school district, it was discovered that an area comprising about eight city blocks in the village of Floodwood was about to be listed for public sale for non-payment of taxes. The period of redemption had expired, but under a special 1939

law in the state, it was possible for a municipality or political subdivision to secure this land by payment of a minimum penalty if the land was to be used for public purposes. The status of the plot of land was discussed informally by the board in its meeting in July 1939. Chairman, M. W. Raihala and Superintendent Harris were appointed delegates to follow up on the transaction. In order to head off plans of certain village officials, the chairman and the superintendent filed an official resolution with the county auditor of St. Louis County requesting that the tract be withheld from tax sale. This action was confirmed by an official resolution at the next meeting of the board.

Soon after the tract was acquired, Carl S. Johnson, a junior high school science instructor, asked what was to be done with it. When told that no definite plans had been made, he asked to use the land in a study with his science groups. The superintendent and the high school principal readily agreed to his proposal.

This twenty-six acre tract was mostly forested, situated along the Floodwood River and contiguous with the property on which the school was located. It was readily accessible during school hours. The science instructor and his classes were soon busy studying proposals and drawing up plans for the work which they thought should be done in order to make the best use of the area. Most of these proposals have been substantially carried out.

The land, formerly used as a pasture for cows, was levelled, graded, and laid out to provide a baseball diamond and a football field. A running track with a hundred yard straight away had not been completed in 1949.

A second phase of the Floodwood school park development was the building of community picnic grounds by an out-of-school National Youth Administrative crew. This area borders on the Floodwood River and was equipped with a shelter house, a number of outdoor fireplaces, a shelter for the source of drinking water, a scout council ring, two outdoor toilets, and two bridges — one over a ravine and the other over a ditch that drains a nearby swamp area. The construction was of rustic design. A third bridge spans the Floodwood River and connects the school park with a forest ranger station and the lookout tower.

By far the largest area in the park lies along the Floodwood River to the west and north of the athletic field and the picnic grounds. These twenty acres were used for a variety of purposes; a forestry seedling project, nature trails and an outdoor herbarium, natural cover for birds, and a swimming beach. This area

was officially designated by the board of education as a public forest to enable them to take advantage of a forestry law which provided that public lands set aside for forestry purposes for a period of fifty years may receive free seedlings for reforestation.

With the help of the boys' teacher of physical education, specifications for courts for various games were studied by the ninth grade boys who then planned together what games could be played on the field. One can readily see what a practical set of calculation problems was set up in determining the best utilization of available space.

Since the land on these twenty-six acres in the park is of varying altitudes, there was the problem of drainage to be solved. An improvised transit was constructed in the ninth grade general mathematics class and contour maps drawn from field notes taken by the students. These notes were checked by blocks and a water contour map was drawn of the entire eight village-size blocks. Then students decided where to dig a ditch to drain an area that was crossed by a ravine so that the picnic grounds would always be dry.

Students used their English classroom instruction when they were faced with planning the types of structures for the picnic area. Letters were written to the Minnesota State Board of Health regarding approved construction details for outdoor privies and change houses for the bathing beach. The state and federal forest services were contacted regarding construction plans for fireplaces, parking area, shelter houses and nature trails, and forestry practices in connection with both the seedling project and reforestation of that section of the park suitable for tree production. Bridge details were secured from St. Cloud Teachers College. All of this correspondence which was carried on by the children was checked for grammar, spelling, and coherence by the junior high English teacher.

Since the Floodwood River borders the school park on both the south and west sides for about one-fourth of a mile, it was necessary to sound the river and draw a contour map of its bottom in order to locate the deepest part of the river. This spot proved to be the same as that the boys of the community had had for their swimming hole for the past two generations.

After the use decisions had been recommended by the junior high students to their science teacher, master sketches were made for blueprinting in order that the board of education could apply for a National Youth Administration project.

The original Floodwood tote road that was used in the lumbering days to connect the Floodwood settlement with the historic Swan Lake Road has its historic importance appropriately marked and serves as a permanent motivation device for the study of local and state history.

Almost every species of trees, shrub, and flower that grows in the park was identified by the students in their general science and biology classes. At least one of each identified species was marked by the large wooden sign that had been dipped in paraffin so that weather would not wear off the ink. Both common and scientific names were given. The students' nature trails provided for both the study of plant, animal, and bird identification and simple ecology, and were also useful for testing knowledge. Species were marked with numbered cards for testing.

Because the Floodwood River is a meandering stream that flows through both peat bog lands and forest land, it was possible to study first-hand the process of soil erosion by a river. The manner in which the river banks were undercut by the stream was obvious.

The fact that the park area contained various types of land situations from a swamp to an old white pine ridge, made it possible to study a variety of animal life. The forest tree seedling plot was planned as a six-year rotating project. In the seventh grade, children studied the trees native to the area for their economic value from a forestry point of view and from a flood control and moisture-holding point of view. Problems of preparing ground for planting, methods of harvesting seed from the cones of the coniferous trees, seed planting, and care of seedlings, with special emphasis upon the effect of the sun on young evergreen trees was studied. In the spring, each child prepared a plot of ground three feet wide and six feet long on which various types of tree seeds were planted, principally white and Norway pine, spruce and cedar, the chief native trees.

The seedlings were transplanted into rows in the spring of the freshman year and when a child graduated from high school, he had a few hundred young trees to plant on the home farm, as he knew how, when and where to plant them and how to care for them. This was not only practical reforestation work, but it developed a first-hand knowledge and interest in the whole field of conservation laws, practices, and the economic and social aims of conservation. The child became a conservationist because he

knew and understood, and loved wild animals, plants, and the out-of-doors.

The ownership of the school park made possible the very practical learning situations for out-of-school NYA boys who cut the cedar, spruce, and pine timber used in building the shelter, bridges, picnic benches and seats, outdoor privies, bathing beach houses, and fence posts to fence in the planned parking area. They learned scientific tree-cutting methods and became skilled in log-building construction as they built the rustic structures in the park.

In the NYA defense training metal-working classes, these boys learned to make hinges, long bolts, and other metal pieces needed on the construction projects.

In using the community school park, there were two sets of aims; First, to teach conservation and nature study biology from living plants and animals; and second, to develop leisure time recreational habits that would stay with the children through life. This philosophy on the part of the school was expressed by Donald A. Schwartz, high school principal, in a paper read at the Curriculum Institute at the University of Minnesota, February, 1942:

> A person can skate and swim many years after his interscholastic basketball and football days are history. If a child learns to like to observe birds with expensive field glasses, hike in the woods, or go on picnics, he is less likely to need to turn to the roadside tavern for entertainment. Our aim is to develop recreation exercise habits that will contribute to sound health during the entire life of our children.

Biology classes through the successive years used the school park for field trips, to fish in the Floodwood River for specimens of native fish and aquatic life. Specimens for future study were preserved in alcohol in the school laboratory. As time went on, the river was used for teaching swimming and water safety. The area was used for physical education classes and natural activities of hiking, climbing, scouting, and so on. Succeeding biology classes improved the nature trails and agriculture classes continued using a part of the area as a nursery plot.

In the spring of 1946, an accident occurred in the community park. The fire department was burning a nearby grass meadow and the fire broke away from them burning through the park. The

students disapproved of this incident and immediately secured several hundred evergreens to replant the burned area.

This occurrence did much to discourge the common practice of spring burning which annually destroyed thousands of tons of natural plant fertilizer needed to replenish the thin top soil. The school and the Forum had worked for years to get people to recognize this waste incurred by this annual practice. The fire department was sharply censored publicly by people in the community who were conservation minded, and this incident may have contributed to the ill will later shown the school in its program of general education.

The School Forest

During the war years, little was done to further the community park project because of frequent changes in science and agriculture instructors. However, the acting superintendent, K. O. Hovet, saw the possibility of enlarging the program and negotiated for the purpose a tract of land for a school forest. The school board concurred with the plan and at their meeting on December 10, 1945, approved the purchase of 109 acres of land through payment of tax penalties for the small amount of $337.45. The acreage was located three miles south of the village between U.S. Highway No. 2 and the St. Louis River easily accessible by school bus, truck or automobile.

The student committee on reforestation obtained information through one of the teachers that seedlings were available for public planting and secured further information from the State Forestry Department. As a result of the students' request, 30,000 trees were procured for planting that spring and the same number the two succeeding years covered in this story. The entire high school, staff and students, joined in the planting. An entire day was spent in the school forest with noon lunch served on the scene by the students in the home economics department.

Seventh grade students experimented with removing seeds from cones and in planting coniferous trees. Frames were constructed to support snow-fencing to shield them from the sun. The class planned to transplant them after two years and then to set them out in the school forest after two more years. It was hoped that the nursery would be made a permanent affair and that the school forest would eventually become an income producing affair.

Agriculture students used the school tractor in cutting fire lanes and in skidding timber which was logged as a result of selective cutting.

Boys learn forestry on school's own property — *By permission of "Seventeen" Magazine*

The students at Floodwood liked to play hockey. They had a rink and the ice was good, but there were no side boards. At one time, some side boards had been made out of scrap lumber left over when a new wing had been added to the school, but these boards had gradually broken up, rotted away or been used for other things during the lumber shortage of World War II.

The students asked the physical education instructor why they couldn't get new hockey side boards. He brought the matter up at the next faculty meeting, where all matters pertaining to the school were discussed cooperatively. The answer was "no funds." At that time, green poplar lumber cost about $45 per thousand. The instructor carried the answer back to the boys.

One day the question arose again as a group of boys gathered for an agriculture class. One enterprising youth said, "Why couldn't we cut some trees in the school forest and have them sawed into lumber?" "Not a bad idea," said another, "the poplar trees needed to be thinned out anyway." "Let's suggest that to the Chief." said another. And so the question was routed again with the answer, "Why not, if the boys want side boards enough to go out and cut those logs, O.K."

The logging operation meant a year's delay in getting the side boards, but the boys in the agriculture class cut the logs which were then skidded to a landing. That spring a portable saw mill cut the logs into lumber. The lumber was hauled to the school grounds, piled and dried during the summer.

That fall the boys in the industrial arts shop sawed the lumber to proper lengths and nailed on the cleats. The side boards were ready for ice-making weather.

Planting demonstrations prepared the students for planting in the school forest. Agriculture and science classes spent time in lay-out, lined off areas for planting, and organized into crew units with each member of the classes acting as a foreman over a certain number of students in the planting operations each spring.

Plans for the future included cutting dead or downed timber for firewood. Any group that needed money to further an activity would be permitted to cut and sell firewood. Selective cutting was to be practiced continuously to prevent waste and to teach students how this should be done. In two years they planned to have a crop of Christmas trees to market. The forest also suggested recreational possibilities, and the students discussed the building of cabins. Camping and hiking were other recreational uses suggested by the students.

The school forest helped to meet the need of the community for extension of conservation and reforestation practices. It provided a practical laboratory where many young men and women who would continue to live in the community might gain some skills, knowledge, and information which they could use later on their own home farms.

The Cooperative Feed Mill

Agriculture classes in the Floodwood school were constantly studying the problem of feeding farm animals. Dairy feeding was the most crucial problem although poultry feeding was also a

problem. In order to gain maximum return from these farm enterprises, it was necessary for the farmer to produce feed as cheaply as possible. Concentrates were purchased from stores in the village to add to the grains grown on the farms. Many farmers with small acreages had to purchase prepared feeds and it was a familiar sight to see a farmer driving home from town with feed sacks on both fenders of the car and some tied to a makeshift platform on the rear bumper.

Members of the consumers cooperative, the Floodwood Cooperative Association, had talked about building a feed mill where farmers could bring their grains to be ground and mixed with concentrates bought by the cooperative at reduced rates. As feed prices mounted after 1945, this problem became more and more acute. Farmers held discussions, vocational agriculture instructors saw the need of a local solution, and both consumer and producer cooperatives took up the matter at board and membership meetings.

The day-school agriculture classes and the veterans on-the-farm training classes attacked this problem in earnest during the winters of 1947-48 and 1948-49. Feed experts were brought to the community to discuss the matter with the students. The vocational agriculture instructor held special sessions on dairy and poultry feeding and students experimented with various types of rations and formulas. Some of the young veterans were active in the affairs of the consumer cooperative. Working with some of the older members, who had long advocated a mill, the younger men were finally able to get the cooperative to build a feed mill in the village. Harold Andrews and Joseph Freemen, agriculture instructors, spoke on this matter at the annual membership meeting. The mill was built and fulfilled the expectations of its advocates.

This might be cited as further evidence that the school program was not confined to advocacy, but committed to a program of action. Actions appeared to develop over a period of years but there seemed to be an attitude that where a problem existed, there was something that could be done about it.

The Poultry Project

Work to develop the raising of poultry as an additional means of income for farmers of the area was started by the agriculture department under Ralph Grant in 1937. Lack of marketing facilities

hindered the development of the project. An increase in meat prices caused a spurt in the raising of poultry during the war years and farmers turned to the Floodwood Cooperative Creamery Association for help in marketing. As a result, a modern poultry processing plant was built by the organization in 1944 at a cost of $30,000 and the poultry industry was well on its way to becoming established.

Vocational agriculture classes took the lead in promoting the program, and in 1948, began some experimental work to prove that poultry could be housed in uninsulated buildings of low-cost construction. The experiment grew out of the desire of the tenth grade agriculture class of 1948-49 to carry on an experiment to determine whether or not poultry could be raised profitably in the Floodwood region. The class decided to build a poultry brooder house with a sun porch as a housing unit for birds. The Floodwood Cooperative Association and the Floodwood Cooperative Creamery Association contributed funds and materials for the building which was erected on the school lots to the rear of the main building. This was within easy access of students who watched daily developments with keen interest.

On February 28, 1949, 100 Leghorn pullet chicks were purchased. An experiment using an infra-red heat bulb as a brooder was tried, but the house was not air-tight enough. An electric brooder was substituted with outstanding success. With careful feeding practices, the death loss up to the age of six months was held down to two percent. The project also included debeaking to prevent cannibalism, cutting of combs to prevent their freezing, and culling to save on food consumption. The class kept records of egg production the following winter and concluded that cold weather had little or no effect under these management practices.

Students built the brooder as a part of their shop experience, kept accurate records, and read all the most recent data on poultry-raising which they could find. This information was carried to their own and other farms in the area.

This project is a further example of the experimental attitude which was encouraged in the Floodwood school. The interest in the experiment was stimulated from reports of the Floodwood Creamery Association showing that poultry raising had declined. Facilities which the organization had provided for marketing were not being used. The Floodwood Cooperative Association, a consumer's cooperative, assisted in the financing because of its interest in supplying chick feed to its members.

FFA Tomato Seed Project

The enthusiasm for Victory Gardens brought with it a need for a large amount of garden seeds. The FFA Club of the high school became the agency for supplying the seeds to many community gardeners. The boys also constructed several hotbeds in which they planted tomato seeds. The plants were raised on the roof of the school building where they received maximum sunlight and did not take up floor space in the agriculture room. Varieties were chosen for adaptation to a short growing season. These plants were sold to gardeners in the district at a reasonable price. They advertised the plants in the *Floodwood Forum* and distributed more than 6,000 tomato plants. Proceeds from the sale were used by the boys to purchase additional equipment for their FFA organization. Through this project, the school provided an important community service and the FFA boys received a fair profit for their efforts.

The Music Program

Music in the Floodwood school in 1925 was an extra assignment for a high school teacher who happened to have an interest and talent in the field. By the spring of 1936, twenty-five students were working with one of the teachers in a school orchestra and were able to play a selection for the graduation program in June.

In the elementary grades music was taught by each teacher in her own grade unless some exchange agreement was made whereby one teacher who was particularly good in music would teach for several other teachers in an exchange for their teaching some other subject for her.

A man with considerable musical background was hired to teach English in the fall of 1926 and with the help of members of the community who played he developed an orchestra which made its first appearance by playing a few numbers before curtain time at the junior class play.

Music continued to be handled in the haphazard manner characteristic of many small schools until the fall of 1930 when a professional musician was brought to Floodwood for one day a week to give instrumental instruction. He was a violinist in the Duluth Symphony who was also skilled in wind instruments.

The background of the hiring of this musician, Paul Gauche, would seem to indicate how a community school operates and how a program develops.

A plan was in operation in two neighboring schools whereby the musician came to the school for one or two days per week with the students paying a small amount for lessons and the school making up the difference. However, many of the Floodwood parents were not able to pay for their lessons. After contacting the musician and finding out how much he would charge for a day each week at Floodwood, the officers of the parent-teachers association were contacted and asked if they would cooperate in making this service possible to the students of the community. The organization decided to sponsor the music program. A rotating schedule was set up to excuse students from class to go to music instruction and each week the schedule was rotated so that a child would be absent from the same class once every fifth week.

Instruction was given at no cost to the student. It was organized on a group basis for some instruments with individual work for advanced students. The latter had to furnish their own instruments but a canvass of the community had brought many old instruments from shelves and closets. Some people donated instruments outright to the school or to an individual student. A community orchestra was organized for out-of-school youth and adults. This helped to arouse support for the school music program.

The community orchestra, in conjunction with the Lincoln school band and orchestra, gave its first musical program that year on December 11, 1930. Admission was charged to help defray the cost of the instructor.

The parent-teachers association program in February was presented by a group of the students who played some musical numbers. Following the meeting interested members met with Mrs. F. H. Cash of the St. Louis County Recreation Committee who helped to organize a community chorus. Following its organization, the superintendent took over the job of directing.

Interest in folk dancing brought more than 500 people to Floodwood for a contest. Proceeds of this event were placed in the music fund. E. D. Garland, board member and square dance caller, was general chairman of the sponsoring parent-teachers arrangements committee. A report to the board of education indicated that "This activity has had a real effect in bringing people out to mingle together in community style."

During the remainder of the winter, the parent-teachers continued to sponsor a variety of programs and benefits, such as "A Funny Paper Wedding" netting $60.00 and a series of one-act plays and a county one-act play contest to support the music program.

The total expense for Mr. Gauche was $720. Of this amount, the parent-teachers association and the musical groups raised $420. The association asked the school board to pay the deficit. It was suggested to the board in the superintendent's report that in view of the value of the musical program to the students and as a good community boosting plan that the board include the major part of the instructional cost of music in the regular budget for the following year. The board voted to approve the recommendation so the action taken by the PTA had resulted in the addition of another budgeted activity in the school program. The part-time arrangement with Gauche continued through May 1935, when he accepted a full-time position in a larger school system. In June the board discussed the possibilities of adding a music instructor to the school staff and approved the superintendent's recommendation that a full-time music specialist be hired.

A music instructor, who was also a certified teacher, was hired in August. Difficulty was encountered in working out a program for the instructor who would now be on the staff full time every day and not just one day per week as before. The secondary school still lacked teaching hours in order to meet the requirements for a six-year high school. The superintendent reported to the board that too much of the instructor's time was taken for the teaching of other subjects. Ninety-six students were enrolled for music instruction on various instruments. In addition, the instructor was called upon to teach a class called "rudiments of music." A schedule of the music classes was attached to the report indicating that not only would the student miss one class per week to take lessons, but the instructor could not teach a class and still meet the full program of instruction on instruments.

From that time on, the music instructor gradually worked out a better schedule and was able to devote most of his time to music. He was given supervision over the elementary school and helped teachers plan their music programs. Since the emphasis was on integration of music with academic work, there was a minimum of formalized work in music.

After a succession of three men music instructors, a woman instructor was hired as men were difficult to find for the position. It was not until after World War II that a man was again hired for this position.

A precedent was established when the music instructor, Rudolph Weyland, was hired for eleven months service instead of for nine months. This made it possible for the music program to carry on through the summer with an opportunity to play at summer programs such as the Fourth of July and concerts. Thus, music became a part of the summer program along with athletic activities.

During the tenure of Arnold Woestehoff, the previous instructor, summer band work was carried on voluntarily by the instructor who donated his time. However, with the hiring of an instructor on an eleven-months basis, recognition of the importance of the summer program was shown by the board. The new instructor reported for work at the end of July and began his program with registration for summer band instruction. Prospective players from the fifth grade up were asked to register and people in the community were requested to call the instructor if they had knowledge of instruments which were available for sale, rent or use. Twenty-two youngsters were registered in August, with a prospect of forty-six. During the war years, the number of students beginning on band instruments had gone consistently down so that when Mr. Weyland came there were only eight youngsters left who could play the music used for the school band. He had the job of reorganizing the entire music program which was well developed when Mr. Woestehoff left in 1941. By the middle of October, with school in session, membership in the band had soared to forty-eight.

In order to help raise funds for instruments, the Community School Band applied to the student council for the concession of agent for a magazine agency whereby members of the band would be qualified to accept subscriptions for fifty leading magazines and the commission applied to the band fund. The drive for instruments received additional support when the Floodwood Civic Club voted to head up a general subscription fund drive following a talk by Mr. Weyland to the club.

As director of music and supervisor of the elementary grades, Weyland worked with the entire school in producing a Christmas program called, "A United Nations Christmas." A girls' chorus of ninety voices appeared in the Christmas program, the largest

ever assembled in the school. Thus, vocal music was being developed along with the instrumental.

The Christmas program with its accent on music was well received. The members of the Trinity Lutheran Choir held a special Christmas party for Mr. and Mrs. Weyland. Coffee was served and the choir members presented the Weylands with a food shower in appreciation of the good work which Mr. Weyland had done to further music in the community in general. Mr. Weyland also directed the church choir.

The Trinity Lutheran Church presented a cantata at Christmas with three faculty members in the group, directed by Mr. Weyland.

The parent-teachers association sponsored a bake sale in the cooperative club rooms on the second floor of the cooperative store and cleared $32. This was used for the purchase of an instrument.

The Civic Club drive for the school music program got underway in January 1947, with a joint committee of representatives from both the parent-teachers association and the Civic Club working together on plans. This committee set as their goal the raising of $1,000. The group represented a typical cross-section of people in other organizations and contained representatives of private business and the cooperatives. The incumbent mayor, a private businessman, and the manager of the Floodwood cooperative store were both on this committee. Both were also personally interested in music.

The month of February was designated "Band Month" by the joint committee and the two organizations cooperated with the school in raising money for instruments. The community was blocked and solicitors assigned to each block. The combined efforts netted over $900. Later the PTA sponsored a carnival, which yielded a profit of $450, for the music fund bringing the total contributions of that organization alone to $700. The entire $1,600 was used for the purchase of instruments for the band which numbered more than fifty at the start of the drive.

In recognition of the efforts of the community, a special "Music Appreciation Review" was presented by the band and the choral groups. The band had developed in the year 1946-47 from a group of fourteen to one of fifty-seven.

The band made eleven appearances during the year. A pep-band was organized from the better players for athletic games and a brass quartet played for several school and civic functions.

The band earned ninety dollars from the magazine subscription business.

Music in the elementary grades emphasized action games, dances, rhythm bands in the primary grades, and note reading and the playing of tonettes in the intermediate groups. With the director on an eleven-months basis, a summer band program was arranged including individual lessons, band rehearsal, a drum corps section, and tonette classes. The band presented a lawn concert and an ice cream social on the school lawn in July, serving ice cream and home-made cakes at twenty-five cents a plate. Proceeds were used to start a fund for band uniforms. This was followed by other fund-raising activities.

In the fall of 1947, a Civic Club committee assumed the responsibility of seeing that the band received uniforms. The club voted to match dollar for dollar all other funds raised for this purchase. The drive continued through the winter months and the band appeared in uniform for the first time in April when they presented a band concert and operetta in the school gymnasium. The band was invited to play for the arrival of the "Freedom Train" in Duluth, Minnesota in May 1948, their first out-of-town appearance in uniform.

The foregoing may seem to be written in considerable detail but is presented in this manner to show *how* the school working with two major community organizations, the parent-teachers association and the Civic Club, became involved in community thinking and acting. When the problems of a music program were presented to these organizations, they volunteered their time, their ideas, and their money to help solve the problems. Without the parent-teachers association, it is doubtful whether the school music program would have been carried on to such an extent.

The band developed into two groups: an A-advanced band; and the B-or junior band, with a total of one hundred ten students in the two groups. This represented nearly one-half of the 225 students in the six-year secondary school.

The Floodwood Census Project, 1947-48

Floodwood was thought to have grown considerably since the decennial census of 1940 which reported a population of 571. A committee of the Civic Club started to make a population count in 1946, but found the task required more time than members

could spare. Arthur Adkins, the seventh grade teacher, was visiting at the home of the chairman of the committee when he first learned of the project. The chairman explained the difficulty of finding time to do the job and suggested it as a possible activity for the school. The teacher chose the problem as a means of studying the community, of meeting a community need, of acquainting the students with an important function of government, and of providing the class with an opportunity for activity in an educationally valuable project.

While at his home in Minneapolis during the Christmas holidays, Adkins visited the Census Bureau and there received much helpful information on methods of census enumeration. After several weeks of preliminary research work, the class devised a practical census questionnaire comparable to those used by municipalities.

The story of the census can best be related from a news story in the Floodwood *Forum*, February of 1948. The news story follows:

"A census of the Village of Floodwood taken by the Seventh Grade of the Floodwood Community School got underway this week in spite of sub-zero weather. Village homes that have not already been visited, can expect to be contacted by the grade enumerators soon. Four committees have been formed by that group. These are committees on tract, schedule, tabulation, and public relations. The tract committee is composed of the following: Carol Wester, Bobby Childs, Ardyee Wilminko, Carol Adrian, Floyd Nahkala, Hazel Hjelt, Dick Sudeith, Bob Runquist, Ronnie Goutermont and Bob Juola. The tract committee has made blueprints and has found out the names of the streets and avenues, and has numbered the lots. Blocks will be assigned to each person and these people will take the census.

"The Schedule Committee is composed of the following: Russell Johnson, Martin Zauhar, George Bailey, Marlene Loberg, Elaine Rengo, Gordon Erickson, Shirley Koski, Dorothy Salo and David Peterson. The people on the schedule committee made out the schedule. The information to be gathered will be chiefly population, enumeration, age, dwelling units, business and occupation.

"The Tabulation Committee is composed of the following: Melvin Hautaluoma, Jerry Suomalainen, Bob Riley, Raymond Lundstrom, Don Dodd, Paul Ruzynski and Monty Hutchinson. The figures on the reports will be tabulated by this committee.

"The Public Relations Committee members are Bob Gran, Susan Riley, Donald Frisby and Mary Wood. This committee will make posters and write articles for the local paper. An article has been written for the Duluth News Tribune.

"The seventh grade expects to receive full cooperation of the people in the village."

The census was completed by the end of March. It covered only the corporate limits of the village. The class reported the population of the village had grown from 571 in 1940 to 640 in 1948. Following the conclusion of the census, the class wrote a booklet containing tables showing occupation, age distribution, school attendance, marital status and other details. In their original planning, the class had decided not to include income and names as in the Federal Census. They feared that such items might limit the cooperation from the citizens. They reasoned well and their reports showed excellent cooperation from the people in the village.

The booklet which they published was sold for 25¢ per copy to defray the expenses of publication.

Staff Involvement in Other Community Activities

There were several community projects which did not originate with the school, but to which members of the school, both staff and students, devoted much effort.

Treating them in historical time sequence, the first dealt with improvement in village financing. The village had difficulty from the outset in raising sufficient funds to meet ordinary running expenses because of the low assessed valuation of property. As the village grew in size, new needs arose, such as installation of water mains and a sewage disposal system.

Ralph Grant saw the possibility of securing additional revenue through a municipally controlled liquor store. He had worked in the school for four years and had had an opportunity to hear suggestions from many people in the community. Supporting the building of a municipal liquor store as a means of securing revenue to put the village on a pay-as-you-go plan, Grant ran for councilman in the village election the fall of 1939. He was opposed by Sam Koskela, local cafe owner, and bitterly criticized by the privately owned liquor interests and by businessmen and their wives who circulated posters of a malicious nature bearing

headlines of "Russia Comes to Floodwood." Grant replied with a circular stating, "Floodwood Needs a Village Liquor Store to Keep Us Out of the Red." Supporters of the privately owned liquor store system said that a teacher had no right to run for public office.

The results were effective and Grant lost, though by a small margin. However, his efforts and those of others who believed as he did resulted in the establishment of a municipal liquor store in March 1944, five years later. H. H. Albrecht, M.D., was largely responsible for getting the village council to put through the measure which the people by popular vote had approved more than a year before that date. Immediate changes were witnessed. The village council was able to pay for a village marshal to maintain order and habitual drunks were eliminated from the streets. The following summer concrete curbs and gutters were constructed on the main street. Other expenditures for improvements too numerous to mention were made in the years which followed.

During this period, there were several other projects in which the people of the village and the surrounding community were interested. One was the building of an airport as an emergency field for Duluth as recommended by the civil aeronautics commissioner, and another, the building of a municipal hospital. Dr. Albrecht, S. B. Ruohoniemi, banker, mayor, and civic club president, and Chris Nielsen, liquor store owner, had appealed to the county board for assistance in setting up a municipal hospital in Floodwood in October 1943. Neither of the last two projects materialized, but much work was done on them. A delegation headed by Ruohoniemi received state approval for a government grant of funds for building the hospital, but the application was rejected when sent to Washington for final approval.

A short time before this incident the *Forum* recommended the formation of a central planning committee as many projects were being embarked upon simultaneously by various groups within the village. Members of the school staff had discussed the need of such a council at their meetings. They proposed the formation of a representative group which would include people from all walks of life. The idea was not pushed and no action was taken.

The fourth project in progress that year was that of building a peat plant at Floodwood. The Iron Range Resources and Rehabilitation Commission of the State of Minnesota was spending money in northern Minnesota development projects and suggested building a hydraulic plant at Floodwood. This met with

hearty approval from local people who saw it as another opportunity for an income-producing industry at Floodwood.

At a meeting of the Civic Club that same year, Mayor Ruohoniemi said, "The school district should embark upon a $50,000.00 expansion program . . . the entire plan envisions a Floodwood Community School Work-Study Center to include a wood-working and farm mechanics shop with space for a bus garage, a school community farm where students would practice and learn the best farming methods, and a forestry school to teach young and old proper forestry conservation, together with recreation in a school camp built by local efforts in forest areas to be acquired." He presented details for such a plan including financing.

In February 1944, Ruohoniemi was instrumental in securing a free grant of $12,500 from the State Executive Council for water line extension and for laying a village sewer system. The money was allocated because of the health hazard created by the pollution of the three rivers.

Ruohoniemi, a dry, opposed municipal ownership of the liquor store. He was eager to see a municipal hospital and an airport built. Realizing these needed funds, he proposed municipal ownership of utilities as a means of supplying funds for the growing village. On April 20, 1944, embarrassed by the problem of having to establish a municipal liquor store, he resigned as mayor and also as president of the Civic Club.

In May 1944, Chris Nielsen, liquor store owner and a stockholder in the First State Bank of Floodwood, of which Ruohoniemi was president, was appointed bank director. This incident may have influenced Ruohoniemi's withdrawal from public service as well as his leaving the bank and joining a corps of government civilian workers at Pearl Harbor on February 1, 1945.

Dr. Albrecht was appointed by the village council to fill Ruohoniemi's office as mayor and municipal control of liquor followed. Albrecht accepted the position because of his interest in building a municipal hospital. The village council hired an architect from Duluth to draw up plans for a proposed building which in turn were submitted to the federal government for approval pending the allocation of funds for construction. A local hospital board organized and much interest was manifested in this project.

Mass meetings were held at the school and in February 1945, a committee of four composed of Gust Hill, Chairman, Einar Askelin, Dr. Albrecht and Chris Nielsen worked to get plans underway. Local people were asked to raise $15,000.00 as this sum was to be matched with the same amount in federal assistance. K. O. Hovet, acting superintendent, helped the organization draw up by-laws for quasi-municipal control. Those were published in the *Forum* gratis, on June 28, 1945. Selling of shares was slow during the summer with $2,000.00 sold on October 4, 1945.

The first annual membership meeting was called on December 13, 1945. It was widely publicized and drew a large group of interested people. By December 17, 1945, $4,275.00 in shares had been sold. In the fall of 1945, Dr. Van Valkenburg, who had been in the Army, returned to Floodwood and Dr. Albrecht left to take up practice in Wisconsin. Dr. Van Valkenburg took up the hospital project where Dr. Albrecht left off. A general membership meeting was called in March 1947, to consider plans for construction. This meeting was followed by a membership drive. By February 5, 1948, the project had received a A-priority rating in the state survey and local assets had grown to $10,000.00. All groups in the community representing the school, the churches, civic, social, educational, and fraternal groups contributed to the fund raising activities. A community auction was featured by the Floodwood Fair Association and proceeds donated to the fund. A general education class under the direction of Mrs. Lucille Nash, cooperated by making a community survey to sound out the interest and need.

A membership meeting was called in April 1948, and as a quorum was not present, no official business was transacted. The following winter activity on the project all but ceased and the following spring membership voted to use the funds collected for the purchase of an ambulance which was to be operated on a volunteer basis.

During the drive for the hospital, there was a constant change of leadership. Old bitternesses flared up occasionally between private interests and the cooperatives on questions pertaining to the management of the hospital. Private interests were afraid the quasi-municipal arrangement might lead to cooperative control. The cooperatives did not give the project their full support. Some suggested having nuns run the hospital as a means of economic

management. This did not strike some of the cooperators just right as they were a self-sufficient group of people accustomed to operating on a business-like basis. Furthermore, the cooperative organizations were busily engaged in expansion programs of their own. At this time, there were those who began to agitate against the school program. One thing may have led to another, but it was not long before it seemed difficult to get all to work together on a single program.

Plans to build the airport had been abandoned after the village council purchased the land for the site. A change of leaders in the Civic Club may have accounted for their inability to secure federal assistance. This created a conflict within the community.

The peat plant brought to Floodwood by the Iron Range Resources and Rehabilitation Commission at a cost of hundreds of thousands of dollars to the state of Minnesota from the state of Washington, where it had gone into bankruptcy, did not function, and stands a white elephant in the swamp. This produced another source of local conflict.

The Expansion of the Cooperative Movement

The Floodwood Cooperative Association, a consumers cooperative, which handled practically all of the needs of its members, had expanded steadily since its organization. From 1925 through 1949, its membership had grown from 125 to 1,342, an increase of 1059 percent in twenty-four years time. Its share capital had multiplied 160,000 times. Its sales had increased more than 580 percent from an annual volume of $12,000 to approximately $700,000.

Although it is only possible to estimate the annual business of private establishments in the village, it was generally conceded that the cooperative store did as much business as all the private merchants taken together. This caused a constant source of jealousy between the "main street" and the "co-ops."

With its ten departments and twenty-five employees, the cooperative store provided real competition for private business. The employees of the cooperative creamery, store, and garage were the only unionized workers in the village, other than the school and *The Floodwood Forum*. Because of this, the cooperatives paid higher wages than the private merchants. This was another point of conflict in the community.

Summary

In reading the preceding summaries of the projects and activities, it can be noted that the first deviation from the traditional type of teaching came early in 1925 with the school's support and development of the community fair. In the fair, the school staff saw an opportunity to use the organization as a device for disseminating information to the farm people of the area on improved agricultural practices. The first class to leave the school premises to assist in a community project was the manual training class whose help was solicited in the building of shelves, booths for displays, and coops for poultry. This simple departure from the traditional led to more extensive community participation by the school as illustrated in the preceding projects, with the school and staff utilizing every opportunity to supplement and support community enterprises.

The school served as an experimental laboratory in trying out new ideas such as the artificial insemination of cattle, improved poultry housing, seed testing, cow testing, and in developing economic calf and cattle feed formulas. Adult education classes served as a means of extending interest in new ventures. Extensive involvement with the community necessitated the organization of school and community planning councils such as the adult education, community agriculture, community health and recreation, and the conservation councils. In those areas of interest, these councils had a cohesive effect and provided continuity to the community educational program.

chapter IV
Roots of a Community School

In 1925 Floodwood was a relatively pioneer community. Life in the village and in the surrounding area was primitive. A well on the village triangle provided water for most of the nearby residents. Although the more affluent residences were installing sewers, for the most part raw sewage was emptied into the river. Septic tanks were an innovation. The sauna was a necessity, not a luxury.

In 1925, a full four-year high school was a year away and the educational offerings were minimum. To understand the change processes which followed, one needs to examine the historical development of the program, its initial content, the enrollment and graduates of the school, school activities and the faculty. The reorganization of the faculty and administrative policies and practices were also vital elements in the school's growth.

Enrollment and Graduates

When the Floodwood consolidated school was organized as Independent School District Number 19 in St. Louis County, Minnesota, it was composed of three townships: Floodwood, Van Buren, and the Unorganized Township 52, Range 21. The district was located in the southwest corner of the county about forty-five miles northwest of Duluth, Minnesota.

In the village, there was a central building which in 1925 housed an eight-year elementary school and a small four-year secondary school. An addition was built to the Lincoln building

to take care of the expected expansion of the high school. There were 175 students in the Lincoln elementary school and 73 students in the secondary school. There were six elementary teachers and four secondary teachers, including the superintendent and the high school principal, both of whom taught some subjects. Five teachers taught in the rural schools in the district with enrollments as follows: Gowan, 49; Moore, 62; and Home Acres, 15. The total enrollment for the district in September 1925 was 372.

The need for a high school in the community was suggested by the fact that of the 73 secondary students enrolled in October 1925, thirty-six were over the compulsory school age of sixteen years, and of these, three were nineteen years of age. While there were four students over nineteen years of age in the first, second, and third years of high school, these were older students who were taking advantage of the addition of the fourth year to complete an interrupted education. The parents of these students could not afford to send them to the nearest high school which was thirty-five miles distant at Cloquet, Minnesota. Parents who had the means, or who had relatives in neighboring towns or cities, sent their children to high school. At that time, roads were bad and cars were few. A few students from Floodwood completed their secondary school at Hibbing and others at Duluth, Minnesota.

By 1930, the high school had increased to 89 students and the total elementary enrollment had dropped to 288, a loss of eleven students in the elementary grades since 1925. The one-room Home Acres School was closed in the summer of 1930 and the students transported to the village. This measure kept the enrollment in the Lincoln Building at about the same figure. The two-room Moore School was closed in 1932, and the Gowan School in 1935. Students from both of these schools were transported to the main building in the village.

In 1935, the total elementary enrollment in the first six grades in the district was 266 and the total enrollment of the district was 434. The four-year high school had increased to an enrollment of 168 students, an increase of 79 in five years. In its first ten years of existence, the high school was recommended for listing as a six-year high school by the State Department of Education. The elementary enrollment in the school continued to drop, and by 1940, there were only 201 students in the six-year elementary

school, whereas there were 223 students in the six-year high school.

The drop in elementary enrollment and the increase in secondary enrollment is explained by the change in organization from the 8-4 to the 6-6 plan in 1936. The 1940 enrollment of 424 reflected a drop of ten students over a ten-year period. This trend continued until 1945 when the total enrollment was only 401 of which 215 were secondary students and 186 elementary. By 1949, there was an elementary enrollment of 204 and a high school enrollment of 250 for a total of 454.

The first four-year graduates of the high school in 1926 numbered only five. The number of graduates gradually increased until 1934 when a total of twenty-six seniors received their four-year high school diplomas. The number of graduates each year fluctuated until 1938 and 1939 when a bulge appeared in graphing. This may be explained by the crop of World War I babies born in 1919, 1920 and 1921. The five years from 1940 to 1946 shows a general decline in the number of graduates, but the line swings generally upward again from 1945 to 1949. The decline in the number of graduates during the years 1940 through 1945 coincides with the period covered by World War II, a period in which many boys entered the service during their junior and senior years of secondary school.

A study of students who left school in 1939-40 was made by the principal and secondary school teachers. The report was presented to the board of education by the superintendent in December 1940. The report showed that of the thirty-six dropouts, nineteen had given "lack of interest" as their reason for leaving. Four had dropped out to go to work; four had been married; and five had moved out of the district. The fact that more than half of the dropouts left school because of lack of interest caused the staff and the superintendent to start questioning seriously the formalized college-preparatory nature of the high school curriculum.

The Program of Studies

The courses taught in the secondary school in 1926 were strictly academic in nature and the offering, with one exception, was limited to the minimum college entrance requirements.

In the four-year high school program, seventeen and a half units were available to students who required sixteen units to graduate. One of these units was a general course in agriculture. In 1925, it was taught by the principal who used to joke about his inadequacy to teach such a course.

The offering in 1925, consisted of four units of English, two of Latin, and one unit each of the following subjects: elementary algebra, plane geometry, physics, general science, general biology, ancient history, and modern history. Courses offered for one-half unit were: physiology and hygiene, American history, civics, elementary economics, social problems, and commercial geography.

During the second five-year period, the half-units were dropped, home economics (called domestic science) was added, and a shift made from Latin to French. In 1930, there were nineteen units available in the four-year high school. The half-unit courses in American history, civics, elemenatry economics, and social problems became one unit of "American History" and one unit of "Introduction to Social Science." French I was taught and those who had started on Latin were getting the second year in Caesar. Physiology and hygiene, commercial geography and general agriculture were dropped before 1930.

Although the school was still classified on the 8-4 plan in 1935, the internal organization had been set up along the lines of a 6-6 plan. The seventh and eighth grades were included in the secondary schedule and activities.

The program for the seventh, eighth and ninth grades, in 1935, included English, general mathematics, general science, social studies, music and art, physical education, home economics for girls and agriculture for boys. There was a total of twenty-one different subjects for the three grades officially regarded as the junior high school.

In the same year, eighteen units were available to the tenth, eleventh, and twelfth grades. This compares with the nineteen units available to all four years of high school in 1930. Ancient history had been dropped, and vocational agriculture, physical education for the tenth grade, rudiments of music, higher algebra, plain trigonometry and solid geometry (one-half unit of each) had been added to the units offered for the upper three grades.

In 1936, the school was recommended for listing as a six-year high school. From 1935 to 1940, there were no changes in sub-

ject offerings in the junior high school, while six new offerings were found in the senior high school. Rudiments of music and modern history had been dropped and world history, agriculture for tenth and eleventh grades, typing, consumer science, physical education for the eleventh and twelfth grades, and home economics for the eleventh and twelfth grade girls had been added. This made a total of twenty-four different offerings for the three senior high grades in 1940.

The addition of the commercial department during the period 1940 to 1945, accounted for four new subjects. French was eliminated and no foreign language was taught in the high school. Twenty-six subjects were offered to the high school and twenty-one to the junior high school, the latter having remained the same for fifteen years. Changes in the program of studies up to 1945 were in the direction of expansion of offerings with more electives in the upper three grades.

The mathematics offered in the upper high school grades was taught in a laboratory or workshop style. There might be twenty to twenty-five students in the mathematics room some of whom would be working on plane geometry while others would be working on higher algebra, solid geometry, or trigonometry. This group was first started by Principal Frank Schultz in 1932. The subjects were shown separately on the school schedule and so reported to the state department to avoid argument with the officials.

The program of studies as described between 1940 and 1945 suffered during the last two years because of the increased turnover of teachers during World War II, and the difficulty of securing adequately trained teachers. During those two years, some of the offerings listed on the school schedule were not taught for this reason. This was a temporary state of affairs over which the school had no control.

In 1949, thirty-seven subjects were offered the senior high school while the number in the junior high school had dropped to twelve.

The General Education Program

In 1946, the program was revised to provide an extended period of time with one teacher for each grade in the six-year high school. The general education period extended for three hours in grades nine through eleven, and two hours for grade twelve. This

period provided a center of operations for each class. Working with the core teacher, the student could schedule other special interest courses during the other three periods of the day, or in some cases, during the three-hour core period if that seemed advisable to the teacher.

There were thirty-three subjects, other than general education, available to students in the senior high school. This included physical education which was compulsory under state law for students in the tenth grade. There were four special interest groups of subjects: agriculture, homemaking, commercial courses, and shop. In addition, music was considered a part of the regular school program even though "music appreciation" was offered for credit and the only scheduled class period for the instructor. Instrumental and choral groups and individual and group instruction on band and orchestral instruments were included as regularly scheduled activities.

The music instructor worked with the elementary teachers in promoting the integration of music with other units of classroom study. Special instrumental work was started in the fourth grade with all students, and by the time the youngsters were in the sixth grade, they were usually in the junior band.

For junior high school, there were nine offerings other than general education. Here, too, physical education was compulsory under state law. Special interests were also available in the four vocational departments and in music for the junior high school. In addition to these offerings, the students could pursue almost any interest which they planned with the teacher as a part of their work in general education. The units studied grew out of the interests and desires of the students working with the teacher to plan a worthwhile learning activity. The teachers were not required to hold to any subject matter field or a combination of subject matter. Some teachers who felt more secure in directing a formal type of class were allowed to do so, while others who felt that they and their groups were ready to embark on informal activities were given encouragement. An overview of the scope in general education which follows indicates the units studied and the time devoted to each for grades seven through twelve.

In the entire six-year high school, the adding of a general education period resulted in dropping all social studies and English courses, as such, from the offerings as these fields were a part of the core work. In the junior high school, general science was also dropped as a regular subject, but in the senior high school the

Scope in General Education 1948-49

7th Grade G. E.	**Weeks**
1-Jr. High Newspaper	12
2-Health	10
3-Life in Europe	10
4-Communications, etc.	4

8th Grade G. E.	
1-Planning	2
2-Weather	4
3-Wild Life	5
4-U.S. Transportation	10
5-Geography of States	9
6-Minn. Iron Resources	5

9th Grade (A) G. E.	
1-Dividing Class	1
2-Diagnosis, Remedial	1
3-Study of Community	3
4-Food Preservation	8
5-American Education Week	2
6-Graduate Survey	3
7-Vocations	13
8-Speech & Vocabulary	2

9th (H) G. E.	
1-Community	3
2-Use of Library	1
3-School and Comm. Groups	1
4-Food Preservation	8
5-Food Products	
6-Presidential Admin.	6
7-Minnesota Centennial	1
8-Vocations	15

10th Grade G. E. (D)	**Weeks**
1-Course in World History	
2-Course in English	

10th Grade G. E. (H)	
1-Credit	5
2-Recreational Reading	5
3-Geography	8
4-Early Minnesota History	5
5-School Handbook	8
6-School Store (all year)	

11th Grade G. E.	
1-Elections	6
2-Russia	6
3-Library	6
4-Literature	6
5-Democracy	6
6-Story Telling & Drama	6

12th Grade G. E.	
1-Vocations	6
2-Study of Mankind	5
3-The Opposite Sex	3
4-Marriage	1
5-Intercultural Attitudes	3
6-Speech	5
7-Panel Discussions	5
8-Vocabulary	5
9-Class Play	1
10-Annual	1
11-Human Rights	1

students could elect the regular content science courses as special interests. In Minnesota, American History is required by law and this was covered during the general education period.

Driver training was available for senior high school students who had not received their drivers' licenses and to junior high school students who were fifteen years of age. Special learners' permits were secured for these students so they could take tests to qualify for drivers' licenses when they were sixteen years of age.

Special interest groups were scheduled for a full year, a semester, or even a shorter period of time provided the desires of the group were fulfilled sooner.

Student activities had become an integral part of the school program by 1949. Class plays were produced as a part of English and dramatics in the general education classes. Plans for putting on class activities, such as the junior-senior prom and banquet, were carried on as a part of regular class procedures. The student activities were considered part of their educational preparation for life.

Athletic activities were carried out through an intramural program for boys and girls in the junior and senior high school. These activities were planned and carried out by four intramural associations under the advisement of the two physical education teachers.

Practice for interscholastic athletics came during the last period in the afternoon, a period when special interest groups were planned for those not interested in athletics.

The emphasis of the entire program was toward equipping those students who did not plan to go to college to assume their life responsibilities. Provision was made through the special interest groups for those who did plan to attend college. The Teachers' Curriculum Report for 1947-48 contained a description of the classwork carried out in agriculture, home economics, commercial education, and special interest classes. Correlation between classes and departments and permanent records and reports were studied critically by the staff.

Testing Program

A testing program was planned for making comparisons between the students of Floodwood and elsewhere. Intelligence tests were administered every year in grades one, three, six, nine and twelve. Diagnostic tests in reading and arithmetic were used in the elementary grades, the junior high school and by some general education classes in the senior high school. Aptitude and interest tests were used in connection with units on vocations in the ninth and eleventh grades. The Iowa C.E.D. Battery was administered in grades nine and ten. Some of the other tests used by the teachers for a special purpose were tests on personality, critical thinking, interests, college aptitude, and achievement in subject-matter areas. The tests used in the high school program were listed in the final curriculum report for the year 1947-48.

Teachers' Opinions and Comments

In the annual curriculum report of 1947-48, the secondary teachers drew up a series of twenty-two statements of opinion and comments regarding the curricular program for that year. These comments touched on almost every phase of the high school program for the year and included many recommendations for future action and for policy determination. These comments reflect the thorough manner in which the teachers approached their work.

Teachers' Opinions and Comments

1. Definite areas must be set up to cover the specific needs of the pupils in the community before planning or teacher-pupil planning. These areas must be adhered to rigidly by the instructor.
2. In order to bring about the best teaching techniques, the instructor must plan for the year's work, so as to facilitate the procurement of necessary teaching materials such as visual aids, pamphlets, and periodicals.
3. A checklist of all available materials must be made before a unit or problem is started.
4. Resource units on the particular areas to be covered follow good teacher planning technique.
5. Each problem or unit should be followed by a proper evaluation of the work in line with the aims or objectives of the particular unit.
6. Until such time as the class has reached a required level in basic skills, a remedial program is required to overcome the students' lack of skills. This program must be carried on in all classes where the students show a definite need of such skills.
7. For effective teaching, the teacher load should not exceed thirty pupils, the ideal being around twenty. Last year's work in many cases proved that a much better job could have been done if the teacher could spend more time with students who definitely need more practice and guidance in basic skills.
8. The need for more available material outside of textbooks must be overcome before real effective teaching can be obtained.

9. Those students who show no interest in future education, and rank low in classes, especially the boys, must be provided with a class to occupy their hands and develop manual skills as in industrial arts. This is one of the primary needs for the coming year.
10. There should be an opportunity for those students who desire to get actual experience outside school but during school time in their special interest fields, as the commercial students, clerks and waitresses.
11. General education classes should run for two to three periods with no interruption, that is, no student should be permitted to take a special interest class during the general education periods.
12. General education should receive major emphasis instead of special interest classes. Intramural groups should in no way conflict with general education or special interest classes. Emphasis on special activities during the last school term caused considerable trouble with developing the general education program.
13. Consultants in special fields such as English, mathematics, science, history, agriculture, and home economics should be made available to all general education classes at any time where the teacher feels the need for special help.
14. Teachers should be supervised by the superintendent, principal, or some member of the faculty primarily with the aim of giving constructive criticism in teaching technique and planning.
15. The entire faculty should act as a policy group in regards to the areas and units taught in all classes. The action of the group as a whole should govern method, area, and technique in teaching.
16. Case studies of the problem students should include home visits by the instructors in order to acquaint themselves with home conditions and to act as a public relations committee of one between parent and school.
17. Students in lower percentile ranks should receive more individual help from instructors.
18. Report cards must be issued at least every six weeks and should be of such nature as to convey to the parent some definite idea of where the student stands in his work according to his ability.

19. School bulletins should be sent to the parents at regular intervals on matters concerning class work, pupil participation, and school policy. This should take the form of a public relations bulletin.
20. Teachers must and should keep informed on all matters concerning the experience curriculum. The school faculty library is well booked to take care of this need.
21. A code of professional ethics for teachers must be formulated and followed by all teachers in the system.
22. The experience curriculum places an extremely heavy load on the teachers, especially in a rural set-up. The reading of professional literature, planning and other subject matter fields calls for a great deal of versatility, both mental and physical on the part of the teacher. One who has no urge to work for fulfillment of his plans need never try this type of teaching technique.

Successes and Shortcomings

The general reaction of the faculty regarding the work of the year was given in fourteen items entitled "Successes and Shortcomings." This list was prepared by the high school faculty and represents what they thought had been accomplished during the year. For the most part they represent the positive reactions and contain very few statements as to the shortcomings of the program:

1. The school has no serious discipline problem.
2. Students conducted themselves outside of school, during the stranding of five buses overnight in Cloquet in last winter's blizzard, in a most commendable manner. This report came from the Cloquet High School.
3. Students appear to be busy; there is no loitering; and the washrooms are clean. Teachers may leave the classroom and students will continue to work unsupervised. This was the comment from three separate groups of teachers who visited the classes for a day.
4. Students have shown a decided growth in reading, especially periodicals.
5. There was a decided drop in comic book reading, especially the horror, detective and crime series.

6. The testing program showed students to be comparable on standard norms with conventional schools even though the standard tests fail to test for many of the factors covered in this type of program.
7. Students learned to work together in groups.
8. Students learned how to conduct a meeting and plan seriously.
9. Students learned in most cases to accept more responsibility on their own in the Student Council, School Patrol, Barn Dance, Frolic Week, Hy-Teen Club.
10. Students learned how to find materials in the library.
11. All school activities that require participation during the regular school hours are classified on the same basis as regular school subjects.
12. A majority of the students felt that they were working toward definite goals in their respective classes and were emphatic about wanting to continue along the general education plan of learning.
13. The testing program last term played a major role in discovering the need for added work in basic skills that paid off tremendously in the end. This factor was obvious when evaluating the year's work.
14. More students participated in special activities such as cooking, hobby crafts, tumbling, dancing, and other special activities than they did under the conventional system. By changing activities during the mid-term they were able to participate in a varied number of activities.

Progress of the Program

Five weeks after the general education program had been in operation, the superintendent reported to the board some of the reactions which he had received from the teachers and some which were his own. Twelve observations were made in his report. These remarks referred to the general behavior of the students, the operation of the student council, the student activity program, as well as comments regarding courtesy and general progress in school work.

The board of education approved the relationship of the Floodwood school with the University of Minnesota during the summer of 1947. In his report to the board, the superintendent explained briefly the meaning of the general education program

although it was apparent from a later statement that the board members were already familiar with what was being done.

Evaluation

After looking at the development of the school program historically and examining developments from 1945 through 1949, it may be of interest to look at the method of evaluating the reporting pupil progress which evolved during the course of years.

In 1935, the elementary teachers began to write letters to the parents of students in the first three grades as a means of reporting the development of the child more carefully. This was in addition to the traditional report for various subject fields in which the letter grades were used.

In 1938, a new grading system was inaugurated in which the grades for the children in the elementary grades were based on three items: (1) intelligence quotients as revealed by tests; (2) former record as revealed by class card; (3) opinion of the staff as to the approximate grade level the child was capable of reaching.

In reporting the action of the staff to the board, the superintendent explained that based on these three points, the child's work would be termed "Satisfactory" or "Unsatisfactory." If a child was capable of doing "B" level work, but achieving only "C" level in the judgment of the teacher, he would be given a grade of "Unsatisfactory." This same three point basis was used for grading secondary students with the addition of a check which was a warning that the student needed to exert greater effort. Because the old grading system pointed out variations in intellectual ability and emphasized to the average and below average student that he was not as intelligent as some of his classmates, the faculty proposed this new grading system which they felt would eliminate such an undemocratic practice.

This system of grading continued to be used until 1944 when changes in the secondary staff caused by war-time conditions made it advisable to allow teachers to use the conventional grading system since they were not familiar with the "S", "Check", and "U" method. During the period 1938 to 1944, the elementary grades gradually ceased to use the traditional report when teachers wrote letters to parents explaining the progress of their children. During the war, the elementary teachers also reverted to the old report card system so that in the fall of 1946, the whole process had to be started all over again.

Six-Schools Curriculum Development Project

In the fall of 1946, the school became associated with the Six-Schools Development Project sponsored jointly by the University of Minnesota College of Education and the State Department of Education. This project was under the guidance of Dr. Nelson Bossing of the College of Education and Walter Andrews, Curriculum Director of the State Department of Education. The Minnesota schools included in this project were Red Wing, Stillwater, Mahtomedi, Plainview, Pine Island and Floodwood. Once a month the teachers from the six schools gathered at the university for a Saturday morning conference. The six schools planned these conferences together with Dr. Bossing and his assistant, Kenneth O. Hovet. Mr. Hovet had left Floodwood in the spring of 1946 to continue his graduate program. The Floodwood school board provided a school bus for the 165-mile trip to and from the conferences. The meetings started at 9 o'clock in the morning and teachers had left Floodwood by 4:45 in the morning. These trips were voluntary, and yet, ten to twenty teachers made this trip, often in temperatures as low as thirty-five degrees below zero. The meetings were devoted exclusively to curricular problems.

During the summers of 1946, 1947, and 1948, a Curricular Workshop was held at the university as a part of the Six-Schools Curricular Development Project. It was restricted to the teachers and administrators from the six schools. A team of teachers from Floodwood attended each of these sessions. In the summer of 1947, the teachers and the superintendent used a part of their time to prepare a bulletin to be used as the basis for discussions during a one-week planning conference held prior to the opening of school. The workshop bulletin laid the basis for the organization of the general education program carried on that year and the following year.

There was nothing particularly new about the way in which the committee worked except, perhaps their enthusiasm. They worked on matters of immediate concern, such as the junior high offerings previously mentioned and the grading system. Reports were made by such committees to the elementary or secondary faculty, or to the general faculty, if it was a matter of general concern. If the action contemplated was one about which the board should be informed, or if official approval was needed, the

faculty report was incorporated in the superintendent's report to the board of education.

In the 1947 bulletin, it was suggested that the elementary teachers continue and extend to the fourth grade the practice of reporting pupil's progress to parents by personal letter, a practice carried out during the 1946-47 school year in grades one, two and three. It was also recommended that the practice be extended a grade each succeeding year until it was common through the six-year elementary school. The elementary teachers adopted this procedure for the year 1947-48 at the conference held before the opening of school.

The steering committee of teachers who attended the summer curriculum workshop was not able to make a complete list of recommendations for evaluation of secondary students. It was agreed that this subject should be discussed at the planning conference and be the object of more intensive work as the school year progressed and the work of the program developed. It was suggested that any system of letters used as a substitute for "S", Check, and "U" would only be a substitution for a grade reporting system and not in harmony with the experience curriculum. It was further reported that no uniform methods were adopted for a report card and the teachers suggested that it might be better if each report were different as to content and basis for appraisal. Evaluation was to be made for progress rather than for comparative status in fundamental skills and could be reported in graduated terms, such as "Unusual Progress," "Making Steady Progress," "Making Some Progress," and "Making No Progress." Such analysis was to be made in terms of progress in developing work attitudes, social qualities, and desirable characteristics of a good citizen. The emphasis in evaluation was to be placed on progress in work and in learning as defined by "change in behavior."

The teachers believed that student appraisal was secondary to developing a program as a basis for such an analysis. The latter, they believed, should be in terms of the unit of study and the characteristics and habits learned in connection with the entire general education group, with variation in emphasis from time to time throughout the year, and without the adoption of a set statement or method of reporting progress. They felt that the personal conference was the most effective method of informing parents of the progress of their children. A written report with a checklist

served as a basis for a personal conference rather than as a final method of appraising pupil progress.

That these recommendations were carried out is indicated by a statement made by the entire staff in the annual report, 1947-48, that several evaluation forms were tried during the year. One report was submitted to the parent-teachers association for criticism and received none. However, the teachers felt that the form was not well received by the parents, except for a few who took the trouble to study it. It was too radical a departure, evidently. The teachers used a different appraisal form for each reporting period during the year and the final report reverted to the traditional type in which specific items were listed regarding achievement in fundamental skills. This was an attempt to meet criticism of other forms of reporting.

As criticism of the marking system mounted from the more conservative elements in the community the faculty was willing to recede from some elements of the marking system which they had inaugarated. It was ironic however, that the Adult Study Committee composed of parents in the community recommended the continuation of the new marking system and were more strongly in favor of the system than even the faculty was willing to support.

During the year 1948-49, the faculty drew up a report form which was a combination of several forms they had used the previous year. In an attempt to meet the criticism of those people in the community who objected to the absence of letter grades the teachers used a new key to grades. This was: A-Growth according to ability; B-Shows some growth; C-Little growth; N-Makes little or no effort.

This report divided high school activities into four sections. They were general education, vocational studies, special interests, and health and physical education. General education included citizenship, the three R's, and the common knowledge needed for good citizenship. Listed under general education were a series of statements relating to communication skills, habits, computation skills, and attitudes toward work; under vocational studies, the work being taken in vocational agriculture, vocational home economics, commercial education, and general scholarship; under special interests, subjects needed for college entrance, music, and other electives; and under health and physical education, items regarding cleanliness, posture, physical skills, and good sportsmanship.

On the last page of the printed evaluation form was the following statement:

> The Floodwood community school tries to do the following things for your child: To help him develop an understanding of his social world; to help him develop desirable attitudes and behavior in his social relationships; to help the child share ideas with others and to receive ideas from others through learning to read with understanding, to listen well, to spell correctly, to write clearly, to speak clearly; to help the student learn the value of numbers and their use in everyday living; to help the child enjoy many activities so that he may have a rich and interesting life; to help the student develop health habits and *attitudes* which further his personal health and those about him; to make the student efficient in fundamental skills which he will need to become a useful member of a democratic society; to help the student learn the true meaning of good citizenship in a democracy.

An additional comment was made to the parent on this report:

> The most desirable method of reporting student progress is the parent-teacher conference. The school has an individual file folder with complete information of each student. The parent is invited and urged to contact the teacher for a conference on the child's progress. If the parent wants to know the child's rank in class, that may be learned by contacting the teacher. Two requirements for advancement are: (1) attendance and punctuality, (2) an honest effort to work.

A Poll of the Secondary Students

Because of some reaction in the community against the general education program in the high school, the faculty wanted to know the attitude of the students toward the program. A ballot was prepared which listed three choices. The student was instructed to mark an "X" to the right of the statement of his choice and to indicate whether it was a boy or a girl answering. Otherwise, the poll was anonymous. The three statements were:

1. Most of the day under the supervision of one teacher. All other activities such as music, shop, home economics, and vocational work organized as a part of the main topics planned in this class.
2. A two-hour period with one teacher with the work organized in units or topics by the teacher and the students with special

interest classes, vocational work, music, and athletics scheduled at other times.

3. The traditional course of study with separate classes in subjects like English, ancient history, geography, mathematics, and vocational subjects with the work based on the textbook.

The results of the poll showed 79 percent checked response number one or two. The differences between the classes were probably not *statistically* significant. The percentage of junior and senior high school responses were almost identical, a somewhat higher proportion of girls than of boys indicating a preference for the academic curriculum. As most of the votes were cast for item two, the response of the students showed the majority to favor a block of time organized under one teacher with an opportunity for special interests and vocational work at other times.

Guides in Planning

The problem of a general framework for the school program which could serve as a guide to teachers and students in planning was studied in Floodwood. The teachers were not satisfied with various scope and sequence charts and were not sure whether any guide other than a thorough knowledge of the characteristics and needs of children was necessary or desirable. They did feel, however, a need for some sort of guide as an overall check against the work being done by the general education classes or groups. Several teachers' meetings were devoted to discussion of this general guide. When the list had been agreed upon, each teacher took part of a teachers' meeting to discuss a unit which had been completed using the guide as a basis for determining whether the unit had been successful in meeting the objectives set up by the teachers themselves. In their discussions, the teachers could not agree as to what this list should be called and ended up by using a combined title:

Objectives, Goals, Purposes, Outcomes Developed by:

1. Inclusion of activities intended to develop good work habits and skills in the use of the fundamental skills of reading, planning, and decision making.
2. Use of human and natural community resources.
3. Habitual use of human and natural community resources.

4. Frequent opportunity for group action based on group discussion and group decision.
5. Frequent evaluation by pupils and teachers.
6. Constant practice in democratic procedures; skill in such practices as parliamentary procedure.
7. Opportunity to gain growth in desirable social skills.
8. Opportunity to gain growth in athletic appreciation.
9. Favorable climate and appropriate experiences for mental health adjustment.
10. Guidance - social, educational, personal, and vocational.

Public Reaction to the Curriculum

There was considerable reaction on the part of some parents to the general education program instituted in the school. These changes appeared to have become more pronounced after the school became affiliated with the Six School Curriculum Development project under Dr. Nelson Bossing of the University of Minnesota. The main change was in the form of the program itself, that is, the subject titles were dropped in favor of the term general education. Some people felt that they had not been fully consulted before the change was made. While it is true that most of these changes were discussed at parent-teachers meetings, some parents felt that the new practices were adopted without enough advance education of the public. Some people took the educators' word at face value and did not question it. Others studied the program and found it good. Some allowed rumors and propaganda to influence their opinion. Still others went to the extreme of claiming that subversive activity was being carried on in the school.

Some parents firmly believed that the modern methods employed in the school had improved living conditions in the community and that it would continue to do so since it taught the students to think for themselves and attack problems through personal experience. They believed that their children would grow into valuable citizens in our democracy because they had not only learned from textbooks but had been encouraged to immediately apply much of their knowledge to real life problems. One parent observed that many people believed that their children were not getting a sufficient amount of factual material. This parent stated that perhaps the teachers and informed parents were at fault here for improper interpretation of the curriculum.

A great deal was heard about the modern methods of teaching children to work and live together and not enough of teaching them the necessary facts. Another citizen made the pertinent observation that considering the dissension in the adult population, and also considering the fact that these same adults had been educated in the old traditional method, perhaps the people would do well to discard all thoughts of the old and turn to the new full-force.

It seemed that the change in the curriculum aroused the people's interest in the school after a long period of relative stagnation according to another parent. But, it is necessary to remember that the dissension caused the children to feel restless and they would continue to feel insecure until a successful compromise was reached. Perhaps, all the disagreement could have been avoided by making a gradual change, or by conducting an educational program for adults before making the change. The roots of the quarrel seemed to lay in the fact that people had not been sufficiently educated in advance.

Student Activities

Recreational facilities in the community were meager before 1925. Baseball was played by young and adult men during the summer months. Prior to the building of the Lincoln school addition in 1925-26, the only indoor recreational facility was the old Canfield Hall, a building owned by the local barber. Here, some basketball was played during the winter months and movies were shown once a week. At that time, they were soundless and accompanied by a piano player.

From 1925 to 1930, organized athletic programs were instituted in the high school consisting of basketball for upper and elementary boys and girls; businessmen's and women's nights in the gymnasium and a summer outdoor program of softball and hardball organized by volunteers. Much of this was made possible through the cooperation of the Floodwood Athletic Association, an organization which included both the high school and out-of-school athletes. This was organized through the efforts of Superintendent B. H. Gibbon in 1925 and during its first two years paid a part-time salary to the new seventh grade and manual training teacher to coach the teams.

Music was introduced as an extra duty of an English teacher in the fall of 1926. Twenty-five people played in a joint school and community orchestra.

Because of the almost complete absence of social functions in the community school, recreational programs drew large attendances. As an illustration, an all-school carnival in the spring of 1926 yielded $197.73 for the school fund.

Interest on the part of the high school boys resulted in the instituting of football in the year 1927-28 after the board had given official approval.

In obtaining funds for the promotion of football, other recreational needs were fulfilled. A play was given in September 1927, which netted $64.32. Activities of a social nature served the dual purpose of providing recreation and raising money with which to purchase school equipment, such as an oil stove for hot lunch preparation at the Home Acres school; and pianos for both the Gowan and Moore schools.

The superintendent and the board gave encouragement to the Boy Scout movement and took official action to make the high school gymnasium available to the Scouts.

The high school staff encouraged the planning of parties as a means of contributing to the social development of the students, an example of this being the all-school Valentine's party, February 14, 1928; and the planning of the junior-senior prom in addition to a banquet in 1929. Participation in all the customary high school social functions was encouraged by the faculty.

In order to give rural boys and girls an opportunity to participate in recreational and cultural activities, the school day was planned to include an activity period. This began with the scheduling of athletic practice during the noon hour. The need for this was recognized because most of the high school students rode to school on buses and therefore could not take part in after-school activities.

During the first four years of the period reported here, the student activities were confined primarily to boys' and girls' 4-H Club work, class plays, and basketball. Sixty-five students were enrolled in projects associated with the 4-H Club program. One of the high school boys won a trip to the International Livestock Show at Chicago, Illinois, as a result of his work with a dairy calf. After his return, he spoke to the school assembly in order to stimulate other students in club work. More students participated and won prizes in local, county and state fairs. The latter provided an opportunity for the young people in the community to make their first contacts outside the community and to learn self-confidence through their 4-H demonstrations and showings.

Public speaking and declamation became an activity in the high school when the first local declamatory contest was held in February of 1927. The senior class play, a tradition in most high schools at that time, helped to defray such expenses as a class memorial, caps and gowns, and the traveling expenses of the commencement speaker. During this same year, the juniors put on a play for the purpose of financing a junior-senior banquet. The food was prepared by the girls in the new home economics department which was in its first year of operation.

In the spring of 1927 in an all-school assembly, students reported on basketball, clubwork, dramatics, and academic achievements. By the spring of 1928, the all-school assembly had been changed to an honor banquet at which letters were given out for athletics and recognition given for student participation in other activities.

School Safety Patrol

In the fall of 1930, the schoolboy safety patrol was initiated by having a member of the Duluth Police Force attend a meeting of the parent-teachers association to describe the program. Interest was thus aroused for the organization of a safety patrol in Floodwood. In November, the school board went on record as favoring the organization of the school patrol. The village marshall assisted in supervising the boys and the village council passed an ordinance recognizing the school patrol so that the marshall could hold a regular court at the school building every morning at eleven o'clock. The purpose of this was "to develop the right attitude toward the school patrol and to endeavor to secure the cooperation of all the school children in observing the safety rules and regulations."

Music Activity

The program of activity in the field of music was considerably enlarged by the hiring of a professional musician in 1930 who spent one day each week at Floodwood giving instrumental lessons and directing the band and orchestra.

The Lincoln School Auxiliary Fund

A central accounting system was set up for use of student organizations having funds. Separate books were kept by the student

organizations in addition to those kept by the school office. All the money was deposited in one account at the local bank. In the spring of 1931, the following organizations had entries in the ledger: Athletic Association, School Music, Class of 1931, Seniors, Class of 1932, Lincoln School Declamation Contest, Boy Scouts, Operetta, and School Police.

Expansion of the Extra-Curricular Program

In 1931, the philosophy of the school in regard to extra-curricular activities was stated: "Although the activities listed lend a great deal of interest to school life, these activities are not hung out as bait to attract students with the hope that once here the student can be tricked into gaining an education." It would appear from this statement in the First Annual Report of the Superintendent to the Board of Education, 1930-31, that the attitude of the school was primarily academic.

The scope of the student activity program broadened from the eleven mentioned in the first five-year period to nineteen in the period 1931-35. There was some broadening of the athletic program to include track. During this second five-year span of time, the intramural program was the outstanding addition to the student activity program with eighty-five boys and girls participating. At this time, the Floodwood Highlights, the mimeographed high school paper, made its first appearance.

During the period 1935-40, the student activity program became a fundamental part of the student's educational program. Participation in student activities was viewed as a necessary experience to develop an understanding of fundamental democratic processes through real experience in running student affairs and in assisting in the development of school life through student government. A student council was the outstanding addition to the list of student activities which by 1940 had grown to forty-two more than double the number at the end of the preceding five-year period.

The Student Council

Each class, grades seven through twelve, elected two delegates to the student council. The students, supervised by the high school principal, acted as a coordinating agency for al. the activities of the student body. For instance, a charter for a new activity or

club was issued by them. A special committee appointed by this body served in a managing and supervisory capacity for interscholastic athletics. The council also appointed a student judge and an advisory panel of student jurors to sit at weekly meetings of the safety court. This group of upper class secondary students supervised the work of the student safety patrolmen who were largely recruited from the junior high school level.

Justice meted out by student judge William Matalamaki was often severe and probably reflected the rugged backgrounds of the youth. One more or less tough young fellow seemed to be in constant difficulty with the safety patrolmen. He was not happy over the judgments made by the safety patrol court and threatened, "I'd like to meet this safety council out of school, not altogether, but one at a time."

The student judge looked at him and said, "That might not be such a bad idea. You can start right now. Pick out the first one you want to start on."

The faculty advisor and athletic director went down to the gymnasium to referee the bout. The offender, a large well-built boy, picked out a member of the council who was somewhat slightly built, but who had been a consistent participant in intramural boxing. The offender received some very severe punishment from the lad he had underestimated and thereupon decided that he would not continue to take on the remainder of the council.

On another occasion, a student excused his not walking on the sidewalk by saying he had to use the road because the walks were full of ice and snow. In reply to this, the judge said, "Well, I think it would be a good thing for you to get out there every noon and shovel the ice and snow until you get the walk cleared off and then you will be able to walk on it."

Intramural Speech

The intramural association, which was started in 1935 for only a few students, had expanded into a boys' and girls' intramural association on both the junior and senior high school levels with the coordinating council being set up between the four associations.

An interesting development from student participation in the intramural organization was the school-wide extempore speaking contest. This was the result of the students' realization that they

needed practice in speaking before groups. There was a limited time for meetings and the business of the association had to be dispensed as rapidly as possible. Some of the leaders thought they needed additional training in getting on their feet and expressing their thoughts. They also thought they needed more training in parliamentary procedure and requested the English teachers to spend more time emphasizing parliamentary rules in all of the English classes. They approached the high school principal regarding the sponsorship of an extempore speaking contest. This activity, originated in 1935, continued until the war years (1942-45) took away many of the faculty members.

Referees' Association

Another unusual activity for the intramural council was the organization of a referees' association to handle the officiating of various games and sports carried on in the program. Arguments and difficulties arising from poor officiating resulted in the suggestion from the students themselves that a group of students be given a short-course by the senior students and the athletic director. This group also assisted in running off the annual spring "Play Day" which attracted students from nearby elementary schools. It would have been impossible for the two athletic directors alone to have handled the games and other physical activities carried on throughout the entire day.

Decline and Rise in Student Activities

During the war period, 1940-45, many of the male faculty left for war service and there was a drop in the number of student activities. By 1949, forty activities were in operation which touched on practically every phase of student life from health and recreation, scholarship, safety, skills in music, hobbies to new agricultural practices.

Community Reaction

People in the community often expressed their approval of the advantages given their children by an enlarged activities program. There were instances of community help in planning activities, in giving personal assistance, and in supplying equipment. Two exceptions in this twenty-four year span of time may be

pointed out. They occurred when one of the religious groups in the community took exception to social and folk dancing, and when the general education program in the secondary school put additional responsibilities on the student council. A group of people who disapproved of the new program expressed their resentment to the student council whom they felt wielded too much power in the organization of the school.

Teacher Organization

In the summer of 1934, a group of educators organized the "Allied Teachers Guild," a statewide organization composed of teachers and administrators who were discontented with the leadership of the Minnesota Education Association and the State Department of Education. For the most part, they were sympathetic with the Farmer-Labor party which had been successful in electing Floyd B. Olson governor. The membership of the Guild represented the social frontier type of thinking in the state.

Several Floodwood teachers, including the principal and the superintendent, were members of the Guild. The organization was not active in a specific way on the local level, but there was a harmony of thought on current issues of the day. Some of these issues as expressed by the Guild were:

1. Social and economic security for teachers
2. Academic freedom
3. Equal educational opportunity for all
4. A social philosophy of education
5. Combating effects of propaganda and indoctrination
6. Efficient and effective administrative units
7. A sound system of school support
8. Aggressive support of educational ideals

F. G. Schultz, Floodwood high school principal, was a member of the Teachers Guild. The superintendent was active in trying to secure new members from other schools in the state. The philosophy of the group was exemplified by a statement carried on the front cover of one of the issues of the Teacher Guild Magazine: "Give this country one generation of educated boys and girls, taught to see the truth and unafraid when it is found; and I am satisfied that the economic and social ills now plaguing us will disappear."

Cuts in salary brought on by the Depression had forced some of the Floodwood teachers to think seriously about social and

economic questions. Salaries of teachers were cut by fifteen percent and those of the principal and superintendent by ten percent in 1932. Another cut of 25 percent across the board was made in 1933. That fall the board hired Charles A. Nash as physical education instructor and athletic coach. He was a young man taking his first position with a background of having grown up on the Mesabe Iron Range, one of the melting pots of American industry. He was voluble and had ideas. When the Guild was organized the following summer, he was one of the first to join.

In the fall of 1935, Frank Schultz resigned as high school principal to resume his graduate work and Donald Schwartz was hired to replace him. Here was another addition to the staff who was a charter member of the Guild and who possessed a labor background as his father was a railroad engineer. Schwartz and Nash provided much of the leadership which resulted in the formation of a local of the American Federation of Teachers in Floodwood.

As a direct result of the needling effects of the Teachers Guild, the Minnesota Education Association was placed on record as favoring a continuing contract law for teachers in Minnesota. It was introduced as a bill in the 1937 session of the legislature and became law when the governor affixed his signature on April 5, 1937.

On May 14, 1937, a delegation from Teachers Local No. 506, American Federation of Teachers, appeared before the board of education and asked for restoration of salaries to the 1932 level. Several adjustments were made to eliminate inequalities. From that time on the union became a part of the life of the school. After long negotiations over a minimum salary schedule, the board finally adopted a compromise plan. This was the first major victory for the new union and provided further impetus for organization. The union was on very good terms with the board. Letters were exchanged for expression of views on contemplated changes or actions. In 1939, when legislative appropriations were in doubt, the board wrote the union for its view on the possibility of a ten percent cut in salary. The union's delegation at the next board meeting accepted the proposal with the understanding that it was made tentatively in order to influence legislation for more school aid.

From that time on, the union carried on as the recognized representative of the teachers. In fact, when three teachers appeared before the board as individuals asking for salary adjustments, the

board voted not to give any consideration to the request and instructed the three teachers that as the board had recognized Teachers Local 506 as an official bargaining agent for all the teachers, any request for adjustment would have to come from an official act of the union. Each year when salary matters were discussed, the union delegates appeared before the board to discuss their recommendation. The basic salary schedule was changed in 1943, and again in 1947.

A novel proposal for a group of teachers came as a result of the union discussion of upgrading professional services and requirements for fitting into the scheme of work in the community-school program. The union asked the board to adopt a probationary period for new teachers during which time the teachers would decide whether or not to vote the teacher into membership in the union. The board concurred. Later, the board informed the union that a proposal was being discussed whereby teachers who resigned after a certain date would be subject to penalty. Kenneth O. Hovet appeared before the board for the union and requested more time for consideration of the proposal. The union framed a policy which it sent to the board and the board concurred with the union proposal.

A resolution providing for military leave was adopted by the board at the request of the union. Matters pertaining to the cost of living increases and revised salary schedules continued to be discussed.

Sharing Administrative Responsibilities

Two stalwart supporters of the teacher organization were added to the staff the summer of 1939 when Carl S. Johnson was hired to teach junior high science and Kenneth O. Hovet to teach senior high school English. Both of these men were active members of the union and active participants in planning a program of community education.

In the fall of 1938, Teachers Local 506 chose a committee of teachers to meet with leaders of the community to form an Adult Education Council. One of the purposes of the teachers' committee was to "encourage community leaders to take an important position in leading and directing the whole program of adult education." This was stated to the board of education in the superintendent's report on November 16, 1938.

It became a custom after a few years for Teachers Union 506 to assist with the setting up of the annual calendar of school events and vacations. The student activity events were planned in cooperation with the Student Council. A visitor from the East might be surprised to look down the calendar of events and see: "Saturday, September 19 — Ten-day Prairie Chicken Season begins," or "Saturday, November 15 — Eleven-day Deer and Bear Season begins." The boys in school and most of the men on the faculty took off, as previously agreed upon, the number of days designated for hunting and fishing seasons. The union took the responsibility in setting up the schedule of events and as a result assumed the responsibility for its operations.

Recommendations for class and room assignments were made by the union. The problem usually was argued out around the table, then a committee would draw up proposals, have them duplicated and put in the hands of all the teachers as well as the high school principal and superintendent. In the case of contemplated vacancies, the recommendations included preferable backgrounds of training for the new teachers to be hired.

The practice of sending delegates to visit the board meetings was followed from the spring of 1937 on. This group would have something specific to present or would be observers. Rarely did a meeting end without some board member addressing a comment or a question to one of the teachers or to the group as a whole. A friendly spirit prevailed at these meetings.

The members of the board and the superintendent liked coffee and during the last ten years covered by this account, it became the custom for the teachers and the board to have coffee together. Two or three teachers would assume the responsibility of preparing coffee on the night of the board meeting. If the meeting was not too long, they would wait to serve coffee at the close of the meeting, but if it looked as though the meeting was going to end late, the chairman would often declare a recess while the board members walked down the hall to the homemaking department to enjoy the coffee and perhaps a pie or a pineapple upside-down cake.

Keeping the Board Informed

Beginning in 1937, the teachers took some time at each board meeting to discuss a particular program. Mr. Nash started this

custom in reporting the "need and possibility of a recreational program." Ralph Grant gave a report on the work done by the agriculture classes. Donald Schwartz, high school principal, attended all the board meetings and often gave special reports on progress of the high school. Herbert O'Neill discussed audio visual aids for teaching. Sometimes a group of teachers would present some topic to the board such as a discussion of reporting pupil progress and suggestions for improving the grading system. Carl Johnson gave the board a report on the work the science groups were doing in planning the school park and tree nursery. The physical education and health program was discussed by Lincoln La Vinn. As one reads through the minutes of the board of education, this pattern of teacher-reporting is reflected especially after 1937, the year the teachers' union was organized.

It would appear that as the teachers became organized and were given an opportunity to assume responsibilities of administration in the school, their interest in their work grew to the point where they felt it important to keep the board informed of what they were doing.

Many of the teachers noted were the ones who became involved in the school and community projects designed, at least in part, to raise the standard of living in the community.

This technique of reporting to the board had more value than that of informing the board of developments in the school program. In the course of the discussion which followed, the questions posed by the board members, explanations provided understanding and a measure of acceptance for the ideas as expressed. Comments by board members would point out difficulties and drawbacks which the faculty member reporting would carry back to the staff as a whole. Board members often made constructive suggestions which the faculty would incorporate into their curricular plans. This method also gave a boost to the status relationships on the part of the faculty who felt they had a personal investment in the program.

Teacher Union Discussions and Actions

The teachers union functioned as more than a mere economic organization. The line of distinction between matters discussed at faculty meetings and those at union meetings was a very fine one. The superintendent was not and could not be a member of

the union and so could not attend meetings of that organization. According to some of the long-time members, the union was primarily concerned with salaries and working conditions, but their interest in the program of education often overshadowed their personal concerns. A specific example of interest was the planning of the adult education evening program which involved donation of time by the teachers. Another example occurred in 1947 when the union proposed that the board pay a week's salary for the people planning a conference for which the teachers would donate a week of their time in order to have a two-week conference. The idea was good, but school budget limitation prevented its adoption. It can be said that the teachers' union was a professional as well as an economic organization at Floodwood.

Special Two-Day Conference

A further example of teacher union concern about curricula occurred when the union asked the board for permission to hold a local conference on curricular problems rather than attend a regional state education association convention. The elementary teachers in the group wanted to attend the state convention and a compromise was worked out to allow the secondary teachers to stay at home.

The state educational association had state and district conventions on alternating years. So many problems arose from instituting the general education program in the high school that the faculty felt that the two days would be better spent if they organized their own conference at home for those two days. They worked out an agenda and spent two profitable days ironing out some of the problems which plagued them. In his report to the board, the superintendent stated that he thought the action of the staff showed initiative and interest, so the plan was approved.

Pre-School Work Conference

The idea of a work conference before the opening of school grew out of the Curricular Workshop at the university the summer of 1946. The superintendent also justified the conference to the board with the fact that there were many new teachers being added to the staff who had need for orientation. In addition to providing information on the mechanics and administrative details, the conference supplied an introduction to the philosophy of the school program and organization of the curriculum.

A second work conference of one week was carried out in the fall of 1947. As previously stated, the teachers wanted a longer conference, but the budget was limited. The teachers were on their own time except for those holding ten, eleven, and twelve month contracts. The agenda planned by the workshop committee was submitted to the group for approval. There were general sessions for the entire faculty and separate elementary and secondary sessions. The general session agenda provided discussion on pupil-teacher planning, and a discussion of democratic administration. The secondary agenda contained such items as evaluation of methods and reports to parents, student activity program, use of shops and laboratories, guidance problems, student council, proposed curriculum, continuing community survey, special interest activity schedule, planning resource units and starting the program.

In planning the session, the committee had placed in the curriculum bulletin a comparative sequence chart and a comparative scope chart for seven states. Material on planning a unit was included in the bulletin. A sample resource unit was worked out for illustrative purposes. One section of the bulletin was entitled, "Organization and Installation." Eighteen points of agreement were listed for teacher discussion. This material dealt with the details of starting and developing the core of general education program. Another page in the bulletin presented a proposed daily schedule showing blocks of time for the general education groups, the special interest classes and the vocational subjects. This provided a basis for discussion of the schedule which was finally adopted by the faculty.

The pre-school work conference in the fall of 1948 followed a different plan. Instead of a week-long meeting before the opening of school, school was dismissed at noon each day of the first week and the afternoons were devoted to conference purposes. Members of the State Department of Education and the University of Minnesota were scheduled for different afternoons during the week to act as consultants to various phases of the program. In many ways, this worked out better as it helped work out the problem of getting school started smoothly by giving help to the problems as they arose that first week.

Teachers felt that taking time for half days was in many ways more productive than volunteering time the week before the opening of school. The teachers felt that the board should pay for

the extra week if the conference was to be held prior to the opening of school.

Monthly and Annual Curriculum Reports

One of the understandings between the schools in the Six-Schools Development Project and the University of Minnesota was that frequent reports of progress in curriculum development be made. The Floodwood teachers wrote such reports which were mimeographed and passed out to teachers from the other schools at the Saturday morning conferences at the university. At the close of the year, they summarized the monthly reports and mimeographed an annual report. Samples of the projects or activities carried out in each room by the general education teachers were incorporated in the report. Special and vocational teachers wrote a summary report on their activities for the year. Most of the final work on these reports was done by teachers who had contracts for ten months or more, although some teachers stayed to help finish the final report on their own. The mimeograph work was done by the office secretarial help.

For the administrator or teacher interested in initiating a community-school program, the foregoing discussion on *how* teachers shared in planning the curriculum contains positive suggestions. The ways listed and discussed in this section show how it was done in Floodwood.

Selecting a New Superintendent

Perhaps the most unusual example of sharing responsibility was the part played by the teacher union in selecting a successor to the superintendent who resigned to continue graduate work and to teach at New York University.

Although members of the faculty and school board were aware of the superintendent's intentions, an official resignation was not presented to the board until the March meeting. Prior to that time, faculty members had discussed the qualifications which should be set up for selecting a successor. At first informally, and later formally, they discussed the possibility of acting with the board in screening applicants. The union appointed a committee to request the board for an opportunity to assist. At the March meeting after the superintendent's letter was read, board mem-

bers began talking about ways of selecting a new superintendent. The union delegation was present and waiting for an opportunity to be heard. One board member said that it was going to be a "tough job" to decide since no members on the board had had any practice in hiring a superintendent. The incumbent had been in the school longer than any member had served on the board. This board member turned around, looked at the teacher delegation, and suggested that the board ought to get some help from the teachers. A delegate laughed and told the board that the delegation had come there for that purpose. Thereupon, the board invited the teachers' union to appoint a screening committee to act with the board. The committee was told that they might read over all the applications which came in and record their reaction. They also gave the board some suggestions as to the qualifications for the new superintendent.

On March 16, 1949, the board of education sent out an announcement of the incumbent superintendent's resignation and a request for qualified applicants to the various colleges, universities, and agencies in the region. It stated that a preliminary decision on a selected number of applicants, who would be invited for personal interviews, would be made.

The board of education and the teachers' union committee met together on March 29, 1949, to narrow the field. After general agreement had been reached, four men were invited to Floodwood for personal interviews. On the evening of the interviews, wives of faculty members and some of the women of the faculty prepared a lunch which was served midway in the evening. The four candidates were introduced to the board and the teacher committee in a general session where applicants had an opportunity to ask questions of a general nature concerning the school, its policies, and program. They then met with the faculty committee in one room and the school board in another on a round-robin schedule. After each group had interviewed the applicants, there was a recess for lunch. At that time, each candidate had had an opportunity to meet and visit with all concerned. A straw vote was then taken by both the board and the teachers' groups. It happened that both groups had placed the same two men in first and second place in reverse position. The teacher committee reported their results to the board. Two members of the board upon seeing that the teacher group had given first place to the board's number two man indicated that they would be willing to go along with the teachers' choice. Thus, a teachers' committee shared the

responsibility with the board of education in selecting a superintendent.

The Calibre of the Staff

As of 1951, twelve former teachers of the Floodwood school had been granted doctor's degrees or were in the advanced stages of their doctoral programs. One of the twelve became a college dean, four were professors in colleges or universities, and seven were advanced doctoral candidates and instructors. Two former high school principals became superintendents of schools in Minnesota, both having completed the master's degree. Eight former teachers were teaching in systems larger than Floodwood. Two former teachers were doing full-time graduate work at a university on a master's level. Seven were scattered, one in each of the following categories: business; principal of a junior high school and elementary grade building; teaching in Floodwood; dean of a junior college; country agricultural agent; supervisor, dairy insemination association; deceased. Three of the latter had completed the master's degree and one was taking summer course work toward the M.A. degree.

The personal development of the teachers as they functioned in an action group might have been important factors in their subsequent experiences. One woman teacher who taught in a university city after she and her husband left Floodwood had some observations in this respect. "In Floodwood," she said, "I had learned the value of joint action." This knowledge was put to good use when a problem arose over tenure rights of teachers in an annexed school district in which she was teaching. Being unable to get other frightened teachers to take action, she faced the board of education alone, but with a good case well presented. The problem was satisfactorily resolved by the courageous action of one teacher who felt that she had gained confidence from "lessons learned from Floodwood under a democratic administration, school board and teachers' union."

From this examination of the staff, it may be said that a rather large percentage of the teachers identified with the developing school and community program generated enthusiasm for going on for advanced graduate work. Many of the former teachers were in positions of educational leadership or in comparable positions in larger schools. None had suffered a demotion.

How the Curriculum Was Planned

The manner in which the faculty worked to help plan a changing curriculum provides insights in the way a school program can be adjusted to meet the needs of a community. An additional factor was a strong commitment on the part of faculty members to make education a vital force in the lives of the students and in community improvement. Teachers shared in planning the curriculum in the following activities:

1. Regularly held faculty meetings
2. Informal meetings in the principal's and superintendent's offices during and after school hours
3. Informal social and recreational sessions at the homes of faculty members and the superintendent; hunting expeditions to the superintendent's hunting camp, fishing trips to a faculty member's lake cabin, and steam-bath (sauna) sessions at the superintendent's farm
4. Summer school attendance by individuals and groups of teachers
5. Summer curriculum workshop attendance by a team from the faculty and Saturday morning conferences at the University of Minnesota, Minneapolis, Minnesota
6. Faculty study committees
7. Reports by faculty members to the Board of Education
8. Discussions and actions of Local Number 506 of the American Federation of Teachers
9. Special two-day conference at Floodwood during the time of state educational association meeting
10. Pre-school conference before opening of fall term
11. Preparation of monthly and annual curriculum reports

Faculty Meetings

General faculty meetings were called by the superintendent whenever necessary. The elementary faculty met weekly with the superintendent while the high school faculty met weekly with the high school principal. After 1947, the faculty elected a curriculum chairman who presided over that portion of the faculty meeting which dealt with the curricular program.

Their first official recommendation to the board of education came in 1936 after the high school faculty had carried on a study to determine what offerings should be available for the junior

high school. The immediate problem was that of providing a fifth subject for the boys. The group studied the possibility of a course in conservation and forestry in place of agriculture as a required subject. The faculty invited the board to assist in studying the problem to "adjust our high school curriculum to the needs of the community and to the wishes of the people." The faculty secured the reactions of the students to the high school curriculum and found that student criticism turned out to be "A very valuable source of student reaction."

The seeds of the general education program which emerged in 1947 were seen in the faculty recommendations made in 1936 when they said the problem presented was that of "meeting the requirements of universities and colleges while also meeting the desires and needs of the local community." The report stated that only eight percent of the high school graduates were attending college, so it was necessary to think of the 92 percent who will have no opportunity for advanced training beyond the high school.

Decisions on curriculum and general administrative policy were made at faculty meetings. It was understood that "policies and practices are open to criticism and discussion by the faculty." The superintendent and the various principals made every effort to live up to this policy by avoiding a defensive attitude when teachers made critical statements in faculty meetings. Continuous encouragement was given the teachers to express themselves freely on all matters.

Some faculty meetings were held early in the afternoon at which time the students were sent home at three o'clock. This procedure had the approval of the board of education. At most faculty meetings, coffee would be served either by the teachers themselves or by the student Home Economics Club. In fact, one could say it was a rare faculty meeting when tea or coffee, or both, was not at hand. A "kitty" was maintained to buy coffee, tea, and other items for a light lunch.

When elementary teachers met with the superintendent in his office, the teachers sat around a long table. Here, too, they had a choice of coffee or of some of the strong bracing tea which the superintendent brewed on a burner in his office. The teachers usually determined the agenda for the meetings although if they had no particular suggestion, the principal and the superintendent had that responsibility in the high school and elementary faculty meetings respectively. The question of agenda for the next meet-

ing was seldom a problem. The problem was to get through the immediate matters raised by the teachers in order to get home in time for dinner. There were innumerable times when the superintendent dashed for home leaving a knot of teachers still going strong on some matter of interest.

Informal Meetings

It was customary for teachers to drop in the offices of either the principal or superintendent during off times and after school. They would have a cup of coffee or tea, smoke a cigarette, bring up whatever was on their minds or discuss some topic of immediate interest to the administrator. It was not unusual to find a half dozen teachers in the office after school carrying on informally with or without the administrator. These were not wasted sessions. Besides creating a friendly atmosphere, they provided an opportunity for exchange of ideas not always possible in a larger group. It was at times like these that teachers would suggest an idea they wanted to try out. When the writer talked to teachers, great emphasis was placed on these informal meetings or visits as it provided an opportunity for pent-up feelings to be expressed. Ideas could be examined critically, free of status relationships. The school janitor, who could brew a good cup of coffee, was very often a participant in some of these discussions. His challenging a curriculum notion or his championing of a point of view was accepted seriously by both teachers and administrators.

Informal Social and Recreational Sessions

Floodwood was situated in an area where hunting and fishing grounds were practically at the school door-step. Deer tracks could be found on the football field and the teachers and students fished in the river a half block from the school. Deer hunting territory started at the edge of the village. On one occasion, a moose was seen wandering through the village. Hunting and fishing was a part of the life of the community and faculty members who were interested found unlimited opportunity for this kind of recreation. Some of these hunting expeditions would sound like an adjourned faculty meeting to an observer. In the spring during fishing season, the same condition prevailed and especially when the faculty planned an outing at the lake cabin of the high school English teacher.

The steam bath (sauna) provided an opportunity for the men especially to hold forums on the school, as well as state, national and world affairs. From 1929 on, the superintendent's home was a gathering place on many weekend evenings for faculty members and people of the community. Perhaps the limited opportunities for city-type amusement and recreation tended to make these social gatherings more enjoyable. The result appeared to be a cohesive feeling on the part of the faculty members if one can judge by their later statements.

Summer School Attendance

Summer school attendance contributed to curriculum planning by the inspiration it provided those who attended. Out of one such session the superintendent and two high school teachers assembled material previously prepared by faculty members and students for a bulletin to be used in inducting new teachers in the system. Teachers would consult with administrators about the most helpful courses to take during the summer, and would be encouraged to take classes which would help solve some of the problems they were encountering in their teaching.

Administrative Policies and Practices

It is generally accepted that what goes on inside the school is determined largely by the administrative policies and practices adopted and carried out by the board of education and the administrators hired by that board. To trace the historical development of the Floodwood program, the general policies of the school must be examined to follow their relationship to the changes made.

General Policies of the Board

The general policies of the school as developed by the board of education and the superintendent during the early years of the period being discussed appear to have followed a traditional pattern. The first policy established was in relationship of the superintendent to the board of education. Prior to the hiring of B. H. Gibbon as superintendent, the board had assumed considerable responsibility for administration of the school. A statement of

policy to raise the standards of the schools was carried out by the board of education. A committee of board members hired the teachers in the spring of 1924. At that time, Mr. Gibbon was hired for ten months of service, the first instance of the term being extended beyond the customary nine-months period. By the fall of 1926, the superintendent had been re-elected for a period of twelve months with a month's vacation included. This was the first step in the improvement of the status of the superintendent and made possible the year-round planning of the school program.

Other changes in policy took place at that time. In the spring of 1925, the board approved the policy of hiring teachers upon the recommendation of the superintendent. The administrator instituted the practice of including a financial statement attached to his monthly report to the board of education. Prior to the summer of 1926, the books for the school district had been kept in the office of the clerk for whom the board hired extra clerical help during the building addition program in 1925-26. During the annual meeting in 1926, Garfield Blackwood, clerk of the board, declined to seek re-election making it necessary for the superintendent to assume more responsibility as the other board members were not familiar with the handling of school accounts. Board members took the responsibility for making purchases for the school district until the fall of 1926 when invoices for materials and supplies were processed through the superintendent's office. That same year the superintendent proceeded to hire teachers and janitors. If the need arose between board meetings, the board confirmed his action. These changes in policy demonstrated the gradual recognition of the professional status of the superintendent as an executive officer for the board of education.

Recognizing the economic difficulties of the farmers in the area, the board adopted a policy of buying wood in four foot lengths to use as fuel for the school boiler. Birch and tamarack wood was plentiful, the latter being the best because it burned cleaner. The board approved the superintendent's recommendation that tamarack should be bought early in the spring so that it could be skidded out of the swamps before the spring break-up.

The policy of the board in regard to the use of the school building was one which developed over a long period of years. When the addition to Lincoln school was completed in 1926, there were some people who suggested using the "community hall" as the gymnasium-auditorium was called, for public dances. A sugges-

tion for holding some "experimental" dances was turned down by the board. However, dances were allowed during and after functions put on by the school and supervised by the faculty or members of the school board. After much experimenting with the use of the building, the board adopted the policy of allowing the building to be used without charge for any educational activity but placed a minimum charge on community functions where admissions were charged. The amount charged by the board was usually not more than enough to cover costs of heat and lights.

The policy regarding the financial management of the school district developed gradually over a period of years to the place where the superintendent and the staff prepared the school budget which was submitted to the board for approval. The superintendent was held responsible for managing the financial outlay in keeping with the approved budget and special board action was needed only when larger items of equipment were purchased. Where the prepared budget contained statements of the materials and equipment to be purchased, the superintendent and the staff made these necessary purchases without further approval. This policy, adopted in the spring of 1929, was consistently carried out.

Encouragement of adult education activities was an established policy which started before 1925 with the Americanization classes. The parent-teacher association was encouraged by the school with the backing of the board of education and the superintendent. Mr. Gibbon had shown his interest in this organization by getting chapters set up in each of the committees surrounding the four school buildings as early as 1925.

The school safety program was officially approved by the board of education. The organization received the backing of the school board and the village authorities.

Eighth-grade graduating exercises were abolished by the school following the instituting of a full four-year high school. Following his memorandum recommending five seniors for graduation from high school, June of 1927, another memorandum was prepared by the superintendent which included the names of twenty-seven students who were recommended for eighth grade diplomas. Thus, it developed that eighth grade graduation became a thing of the past and only a part of the ceremony on the night of high school graduation exercises. After two years, the practice of listing eighth grade graduates on the program of the high school commencement was discontinued.

The policy regarding attendance of faculty at teachers' conventions and for summer school study was one which evolved over a long period of time. When Superintendent Gibbon came to Floodwood, he initiated the practice of attending annual "School Men's Week" meetings held at the University of Minnesota during the Easter week. However, in the fall of 1925, the teachers were not allowed time off to attend the sectional meeting of the State Education Association at Duluth, Minnesota. The superintendent reported, however, that a number of the teachers attended the meeting on Saturday. The board still was not ready to allow teachers time off to attend conventions. It was not until 1928 that the board officially allowed teachers this privilege. The superintendent's role as an organizer for the educational association was shown in his report to the board of education in which he said that the school had 100 percent membership in the state organization. From this time on, it was the policy of the board to allow teachers time from school to attend either regional or state meetings of the Minnesota Education Association.

A change in the policy regarding time off for attendance for conventions came as a result of teacher action. In the fall of 1940, a delegation of teachers appeared before the board and requested that days off from school be granted equally for meetings of the Minnesota Federation of Teachers as well as for the Minnesota Education Association. The board granted this request, and the following week, Kenneth O. Hovet, vice president of the Minnesota Federation of Teachers and an officer of the local union at Floodwood, announced a dinner meeting at St. Paul at the time that the regular educational association meetings were being held.

It was also the policy of the board of education to support reasonable recommendations of the superintendent. The result of this policy is evidenced by the fact that out of 476 recommendations included in the superintendent's reports and minutes of the board meetings, only one was rejected by the board. As an illustration of how such a policy can lead to a community conflict, it may be of interest to trace the development of the better accounting procedures in the district. The superintendent reported to the board that he had worked out a new type of record system for keeping a more accurate account of monies paid out by the district by filing under various budget headings, and that in order to keep this up to date, it would be necessary that all invoices clear through the superintendent's office so that the inventory and rec-

ord of duplicate orders be accurately maintained. Because clerical help was needed to keep the accounting system up to date, the board moved upon the superintendent's recommendation to hire a secretary for the superintendent for a trial period of one month beginning May 7, 1930. All the members of the board voted in favor of this motion. The result of this action was to precipitate a sharp conflict between the superintendent and the manager of the local timber company.

The manager of the "Merc" had been accustomed to being regarded very seriously by his fellow townsmen and his disapproval was said to mean defeat of any proposition brought up in the community. When he discovered that the board had taken action to hire a secretary for the superintendent, even though it was only for a month, he became furious. His fury was heightened by the fact that his nephew, the druggist, who was a member of the board of education, had voted favorably on this motion. One day when the superintendent and his wife were shopping at the drugstore, the "Merc" manager came in and began to berate the superintendent for perpetrating such a foolish expenditure of public funds in hiring a secretary in the superintendent's office. He said that the superintendent "had no more use for a secretary than a bull has for two tails" (a conclusion that might well be contested by any bull during fly-time.)

The other members of the board who had voted favorably on the motion to hire a secretary were not happy over the criticism coming from the manager of the mercantile store. It was a subject for heated discussion during the summer months as the timber company manager tried to exert his influence upon the members of the board. One of the board members was a local forest ranger and it was commonly believed in the community that he held his job by virtue of his connections with the timber company manager, who in turn had political affiliations with the Republican administration in the state. Unconfirmed statements were often made by people in the community as to the obligations which the forest ranger owed the timber company manager and the kind of cooperation which the timber company demanded particularly where the timber company was cutting on state-owned land.

A board member who was favorable to hiring additional clerical help was working out of the village, and it was thought likely that he would not attend the board meeting. In order to be sure that all the votes were on hand, another member of the board

called the out-of-town worker to be sure he would be present. The board voted to hire the secretary for nine months with three voting for the motion and two against. One member was absent.

This anecdote may seem trivial, but it appears that this was the first time in the history of the community that the timber company's will had been officially opposed, although prior to this time, the manager had more or less been friendly to the superintendent and had extended him many kindnesses. The manager's opposition to hiring a secretary was the last straw which broke all semblance of cooperation or support toward the school in general. The "Merc" manager sent his daughter to school in Duluth and therefore, he had no particular association or loyalty to the local school. In fact, when the addition to the high school building was constructed in 1925-26, he was reportedly opposed to the idea of having a high school since he did not think the sons and daughters of cut-over land farmers and lumberjacks had any use for a high school education. This statement was made directly to the superintendent. Thus, it was that a policy on the part of the board to support what they considered to be a reasonable recommendation of the superintendent caused a major cleavage in the community. The superintendent was placed in a precarious position because he was beginning to be criticized by the farmers for having too close a connection with the businessmen. Now, with the major mainstreet businessman in the opposition camp, the superintendent was in the middle. He had, however, a sizable support of the middle-of-the road people who were independent of the "Merc" and yet not close to the farmers.

The policy of the school toward teacher organization continued to undergo a change as the local of the American Federation of Teachers became more active and as changes occurred in the membership of the board of education. This was illustrated by a statement made in the superintendent's bulletin in the fall of 1939 which read:

> The policy of the school administration in this district is favorable to teachers' unions. The board of education had recognized the American Federation of Teachers Local Number 506 as a bargaining agency for the teachers as evidenced by the board's willingness to hear representatives on numerous occasions and to discuss with them points of controversy. The board has demonstrated that it prefers to deal with an organization speaking for the entire membership, rather than with individuals.

This policy was further implemented in 1943 in which a statement containing a five-point policy was included in the organization bulletin issued to teachers which pointed out that for a number of years the teachers' union had spoken for the teachers with authorized union delegates regularly attending meetings of the board of education. A teachers' salary schedule was adopted as the result of negotiations with the teachers' federation. The cooperative relationship existing between the members of the staff through their organization and the members of the board was a decided factor in the development of the community-school program. It was a common sight to see three or four teachers sitting in the board room during board meetings and often times questions were asked the teachers by members of the board. Beginning in 1935, the composition of the board was such as to sympathize with labor unions in general, and consequently, teachers were meeting for the most part with friends when they came to the board meetings.

It was the policy of the board of education to cooperate with community organizations. This policy is well illustrated by the large number of organizations which made use of the school building and its grounds. There was one exception to this policy. During the years 1925 through 1931, the board did not give its active cooperation to the Floodwood Cooperative Association, a consumers' cooperative. This organization was denied the use of the school building for a Fourth of July celebration in 1930. In the summer of 1931, the election of Sam Heikkila, a farmer and active cooperator, Arthur Wongstrom, a farmer, and Sanfrid Ruohoniemi, a small businessman who received the support of the farmer cooperators, caused this policy to change. With farmer-cooperator representation on the board from that time on through June of 1949, there was complete cooperation with every community organization which made a reasonable request from the board of education for the use of the school building.

The election of farmer-cooperators to the board of education was a definite factor in the development of the community-school program. The policy of the school toward the community in general may be expressed best by a quotation from the superintendent in a report to the board in 1937. It was customary for the board to consider the contract of the superintendent during the February board meeting. At this time, the superintendent pointed to several accomplishments of the past year and listed

some of the goals for the coming year. The accomplishments listed included living within the budget, a more effective agricultural program, a start toward a commercial program, an excellent physical education and student activity program, and efficient use of available building space. The goals or aspirations listed were: renewal of the adult education program, provision for additional classroom space in the high school: a full-time commercial education program; expansion of the industrial education in the junior high school; and an overall statement of policy which said, "The school program should be made to play a more important role in actual community development and in some way the community should be brought closer to the school." By 1943, this last statement had become more and more a reality with school and community activities and projects putting this last stated policy into action. By that date, the superintendent was able to list a set of general principles in a bulletin prepared with the assistance of the staff members. The basic principles on which this school program was based evolved after many years of study and practice and with a high degree of community involvement at every step of the development. These principle guidelines became expressed as follows:

1. The school is a vital part of the community and in every possible way assists in solving the social and economic problems of the community.
2. Community resources and community problems are essential instructional materials for the school and are extensively used in developing school subject-activity units.
3. The principle of democracy is realized in practice through parent-teacher-pupil planning of all phases of school-community subject-activity units.
4. The school makes its unique and necessary contribution to the political structure in assuming problem-solving roles in the building of a safe, cultured and workable society.

It was the policy of the school to accept its responsibility in regard to community education. This was carried out over a period of years by employing teachers for Americanization, night school, and for advanced study in such subjects as English, history, and mathematics. During the Depression years, 1934 through 1936, the teachers were secured through the Adult Education Works Progress Administration program. It was the policy of the school to accept the responsibility for education reaching beyond the school age as it was recognized that there were a large

number of young men and women in the community of high school age who were out of school. It was the policy of the school to consider community education as a continuous process which should continue from the time a child enters school through adult life as long as he remains in the community.

In the summer of 1947, the group of teachers who attended the curriculum workshop at the University of Minnesota worked out a curriculum bulletin which was intended for use as a basis for discussions during the one-week planning conference prior to the opening of school. The general plans outlined were subject to changes and additions as the faculty might decide after full democratic discussion and final decisions adopted by the entire group. A proposed agenda was worked out for the conference, the first item being the approval of the items therein. This policy was worked out in full cooperation with members of the staff and was based on the belief that the technique of parent-teacher-pupil planning was essential to the success of the community-school program. An open invitation was extended to parents to attend some of the sessions of the planning conference. The culmination of the school's policy in this respect is best expressed in a statement on the philosophy of the school as contained in the following bulletin:

> In practicing its expressed philosophy, the Floodwood Community School makes a wide use of community resources in curriculum development, participates in the solution of community problems, provides pupils with experiences in service to community activities, and develops pupils in techniques of democratic action. The school serves the individual child best when there is full cooperation of parent, teacher, and pupil. The Community School teaches the concept of community in its broadest sense as local, state, national, and international.

Support and Opposition to Recorded Changes Proposed by the Superintendent and Staff

The superintendent who lived and worked in the community for twenty-four years was sensitive to the reactions of the people to proposed changes. He wished to ascertain community support and opposition to changes dealing with community relations, personnel, administration, and the school program.

Public relation problems were defined as those involving the use of the school building and grounds by community and out-

side groups; arranging the school calendar to fit community needs, such as vacation during the break-up of roads, and excusing students to work at home during harvest time; enforcement of laws forbidding minors in pool halls; use of the school tractor to clear snow from the community rink; cooperation with other boards in working out mutual problems, such as the creamery board and the village council.

Personnel problems dealt with the hiring of teachers qualified to meet changes in the school program; bargaining with the teachers' union; hiring of bus drivers, janitors, and new teachers for added curricular activities: and teachers' salary changes.

Program changes were those made in the school curriculum involving school-community relations, such as building the school park; physical examination of all school children; health improvement changes; teaching of cooperation in night school classes; sponsorship of National Youth Administration and Out-of-School Youth Administration courses, night school, community recreation, field trips; developing the community fair; post graduate courses; and sponsorship of the school patrol.

Administration changes dealt with problems such as the acquisition of land for the school park, for the school forest, and for a recreational area; consolidation of the school district, sale of outlying buildings; re-routing of bus lines; allocating of insurance and re-estimating of same; building of school additions; purchasing of supplies; instituting district owned buses; road improvement; adoption of the school budget; auditing of books by certified public accountants, purchasing of musical instruments by the school district; and issuance of bonds.

Information was obtained from the superintendent's reports to the board of education, the minutes of the board of education, news items from newspapers, teachers' bulletins, and teachers' reports on projects.

Evaluating the Program

Teachers shared in evaluating the program as they became more and more involved in planning the curriculum. This development process was more easily observed from about 1937 to the close of the study in June of 1949. The interest of the teachers themselves was in effect an evaluation of the program. Although no definite pattern of approach is clearly discernible, an examina-

tion of the development of the program of studies and the school and community projects in which the school participated seems to indicate the general terms by which the program was made.

In general, it can be said that the program was evaluated as to its success in meeting the needs of the youth and the adults of the community, and particularly as it helped raise the level of living in the community. It must be admitted that many of the glaring defects in the program show up at this point in that sufficient foresight was not possible by anyone in the school to secure some immediate base line data which could be used for future comparative purposes.

Teachers shared in an evaluation of the program by:

Noting Behavioral Changes in the Students

In 1935, teachers began to talk about changing the method of evaluating pupil progress and reporting to parents. It was two years later before they made specific recommendations to the board in which the child was to be marked in terms of his own ability. The term "grading system" was used instead of "marking." As time went on, there was greater emphasis on "attitude, habits, and characteristics." The changes made in the marking system reflected in some degree how the teachers attempted to evaluate behavioral changes of the students and reflected their understanding of learning and how it occurs. At this time, teachers were thinking of pupil progress rather than the broad program.

At the culmination of each teaching unit or project, the students in most of the general education groups would write a summary. This was duplicated and a copy placed in the file of each student as part of the permanent records kept in the principal's office. This was useful to the following year's teacher and the complete record provided a means of reviewing the scope of work completed each year. The student evaluations contained many suggestions as well as criticisms of a unit or project. They also contained a statement of value derived from the study or activity. Together, this gave the teacher an overall class evaluation.

As stated previously standardized tests were administered. The difficulty with the various test batteries available for schools was the emphasis on factual items. The tests failed to measure in terms of the objectives of the school.

Noting Public Acceptance and Reaction

In order to gauge public acceptance of the program, teachers were on the alert for fresh evidence. The conduct of the students on out-of-town trips was a way of estimating the effects of the school's attempt to have students share responsibility. The way in which the students handled themselves when caught in a blizzard is mentioned earlier.

A letter of commendation from a resort owner after an all-school picnic at Pike Lake was included in the annual report under evaluation. Dr. Irwin, a professor of education from Superior State Teachers College, Superior, Wisconsin, brought several groups of students to observe at Floodwood. The faculty requested a letter containing reactions to the program as the price of the visitation. This letter was routed through the faculty. One interesting comment in the letter was that the visitors were impressed by the way in which students to whom they talked in the hallways were able to explain with clarity the community-school program.

In the spring of 1948, a group known as the Committee for Better Education was formed to back candidates for the school board. This group was critical of the school program and of individuals on the staff. They objected "to the use of the school as an experimental institution." They also charged that the people had "never been consulted before the program was put into effect." The curriculum to which reference was made was the general education program which was instituted in the fall of 1947.

The teachers local of the American Federation of Teachers answered some of the charges by putting out mimeographed explanation of the program which they sent to the homes in the district through the mail or handed out personally. This constituted direct action on the part of the teachers and may not be considered evaluation in a sense. The fact that the teachers took this action demonstrated their awareness of community reaction as to what the school did.

Any effort made by the teachers to become a part of the community placed them in a better position to evaluate the total impact of the program in the community. It may be said in summary that through some of the ways enumerated above, the teachers felt that they had a part in planning the program, that the opin-

ions of the students counted, and that the desires of the community had to be considered.

Financial Status of the School District

The school district at Floodwood was poor and had difficulty financing its schools. The marginal land in the cutover area provided low assessed valuations as a tax base. By 1925, most of the heavy timber had been cut from the area and in three townships of Independent School District No. 19, all short timber products had been severely depleted.

Tax delinquency plagued the school board as more than half of the land area in the district was held by absentee owners such as land companies, lumber companies, and railroad companies. There was only seven percent tax delinquency on the part of the settlers who lived on their land. During the ten years from 1927 to 1937, the taxes collected never exceeded fifty percent of that levied. In 1932-33, only twenty-five percent of the taxes were collected. As lands remained delinquent, the state assumed title according to tax forfeiture laws, and by 1940, twenty percent of the district had reverted to the State of Minnesota for nonpayment of taxes.

The absentee owners no longer cared to pay taxes on land from which merchantable timber had been removed and after 1940, the reverting of land to the state was accelerated. By 1943, fifty-one percent of the land area of the three townships in the district was off the tax rolls.

The problem of financing education in Floodwood will be made somewhat clearer by realizing the fact that local tax revenue accounted for only 16.1 percent of the total income over a twenty-four year period. In order to balance income with outgo, it was necessary to secure additional funds from federal and state sources. When the school decided to construct an addition to the school building, they found it impossible to meet the financial requirements of the Public Works Administration and therefore applied for a Works Progress Administration Project. They also petitioned the State Executive Council for funds to use as the sponsor's contribution for the project. An application to the state agency was prepared with the help of many faculty members and some students. A request was made for $40,000 for which the State Executive Council allocated $25,000. This was considered

enough money for one unit of the building and the architect was instructed to prepare the plans. Additional funds were secured from the state after the election in the fall of 1938. The incumbent Farmer-Labor governor was defeated that fall. Because of his relationship with the superintendent, the governor made possible the granting of an additional $6,000 which was left in the emergency fund. Thus, the political connections of the superintendent paid off for the benefit of the school.

A final grant of $5,000 was secured for the building project through the efforts of E. D. Garland, long time board member and chairman of the local Republican Club. This accounted for $36,000 in grants received which enabled the community to add to its educational facilities. The Works Progress Administration's share of the building addition was $74,152.00 and the school board spent $31,255.75 from its own funds from 1937 through 1939 on completion of the building. The district's share was financed through the sale of bonds in the amount of $32,000. An earlier attempt was made to sell bonds by getting a special law passed. The special law was needed because the district had already exceeded the legal limit for bonded indebtedness. The law was of doubtful constitutionality, but it permitted the bonded limit to be exceeded in certain cases. A bond election gave the approval of the voters, but this particular issue was not sold because an attorney raised the question of special legislation. Thus, when the $32,000 issue was finally voted and sold two years later, the voters had given double approval to the financial arrangmenets which were made.

The assessed valuation of the district dropped from $284,332 in 1924 to $177,715 in 1937 as a result of land going off the tax rolls when the timber resources were cut off.

But the worst was yet to come. Ten year later, in 1947, the assessed valuation had dropped to the low figure of $118,888, less than half of what it had been in 1924. The bonded indebtedness in 1947 was $63,000 or fifty-three precent of the assessed valuation.

Even with increased state aid to schools, the problem of financing the schools at Floodwood continued to be critical. The formula for equalizing educational opportunity in the state did not provide for exceptional conditions in many financially distressed school districts in the cutover areas of northern Minnesota. The state formula assumed a local effort based on the average community. In this part of the state, there were many

districts which were not average because of exceptional conditions such as prevailed in Floodwood.

After considerable promotional work on the part of the superintendent, members of the board of education, and legislative representatives in the district, a special Distressed School Appropriation was passed by the legislature in 1941. This provided $200,000 for districts with high tax delinquency, high bonded debt, and low assessed valuations as a result of tax forfeiture of lands. The legislature continued to make this appropriation each legislative session from that time on through 1949 when the State Department of Education included an Emergency School Fund in its regular legislative requests. Between June, 1941, and June 1949, the Floodwood school district received $49,200 from the Distressed School Fund.

The data for the preceding statements was taken from the Clerk's Register of Receipts and Disbursements, Floodwood School District No. 19, St. Louis County, Minnesota.

This discussion of the financial status of the district indicates the problems of supporting an educational program in a marginal territory which had meager tax resources. The community school program was not a result of lush resources.

Perhaps this might be dramatically emphasized by pointing out that in 1948-49, there were 454 students enrolled in a district with an assessed valuation of $118,888. This means that there was only $261 of tax base back of each child. During the year 1948-49, the cost per pupil was $261.88. The cost per pupil was eighty-eight cents more than the tax base back of each child for that year.

The constant pressure for finances appeared to have driven the superintendent and the board to take the fullest possible advantage of every available state and federal aid or subsidy. It meant curtailment of the budget for such items as textbooks and supplies. Expensive school furniture was out of the question. All this may have called forth all the initiative at the command of the faculty to devise means of fulfilling student needs in creative ways.

School Board Elections

Minnesota law provides for the annual meetings in independent school districts for the election of two directors for terms of three years to the board of education, a six-member body. The annual

meetings were originally held in June, but in 1939, the law changed to provide for the meetings to be held in May. This was considered a victory for teachers in the state who felt they should have an opportunity to vote for school board members.

As the school board is the only body that exercises control over the hiring of administrators and teachers, the composition of the school board at Floodwood was found to be of importance in the school program.

An examination of the membership of the board over a period of twenty-four years showed that thirty-one persons, all men, served on the school board during that time. The average number of years served was 4.84, the equivalent of one and a half terms per member. Ten members served two or more terms, three served three terms, and two served six terms or eighteen years. The last two represented the "co-op" or liberal elements in the community. The three members who served three terms represented the business or conservative interests, although one of this group changed his allegiance. After being off the board for several years, he was appointed to fill a vacancy by the liberal group. Of the five who served two terms, three belonged to the liberal elements while two were backed by the conservatives.

Board Control

The two main groups in the district who backed candidates for the school board were the business group, referred to as "the main street," and the cooperative farm element, "the co-ops." During the first five years of this period, this cleavage did not show up and contests were usually between persons in the village with no unified farm support either way. From 1925 through 1930, the school board was largely controlled by business supported members. From 1930 through 1935, control of the board was just about split evenly between business and farm groups. The farmer cooperatives controlled the board from 1936 through 1940 with only one member representing "the main street." In the case of this one member, it can be said that he was not too sympathetic with many of his business backers.

The board was divided during 1941 and 1942. A year later, there was a spirited election in which three candidates backed by the liberal groups were elected.

Election Issues and Returns

In following the total number of votes cast each year from 1925 through 1949, voting was found to be stable during the first part of the period when "main street" was firmly in control. In 1929, the board hired a new superintendent and for some unaccountable reasons, the vote dropped to its lowest with 18 ballots cast.

In 1930, two farmers filed for the board. They were backed by the cooperative-minded people in the community who were protesting having the school run to suit what they called "a minority" in the district. The campaign raised the number of votes cast to 375, but the farmers lost.

The following year, three members were to be elected as an interim appointment had been made because of the resignation of a member during the winter. He returned to the village and filed again for the board. Since he was a liberal, the farmers did not file a candidate against him. They backed two other candidates committed to firing the superintendent as they believed he was merely a pawn for the main street clique. The farmers said, "School should be conducted more for the education of the children to fit them to live in and improve the country." They favored the teaching of agriculture in the school and were critical of the financial management. The cooperators felt that the school board should make a fair share of purchases from the cooperative store. The two co-op backed and the liberal candidate won in 1931. Another farmer was added to the board of 1932 making a divided board with one member getting support from both sides. These were trying times for the superintendent with the two members elected with farm support voting against him at election time. The board re-elected the superintendent in 1932 with only one negative vote. By that time, the new members realized that the superintendent had long been in favor of some of their proposals, but had been turned down by the businessman-dominated board. In May of 1935, the board invited the county superintendent to visit a board meeting to discuss the possibility of adding a vocational agriculture department. Thus, the farm members pressed their platform with the cooperation of the superintendent. By 1935, the two farmers who had campaigned in 1931 to fire the superintendent made and seconded the motion for his re-election. A businessman who had previously supported the superintendent now voted against the motion.

In 1935, a farmer and a businessman were re-elected in the annual meeting in which only 19 votes were cast. In September, the board hired a vocational agriculture instructor and a new department was added to the program.

In August, the farmer member who had been re-elected died and a young businessman was appointed in his place. For that year, the board majority returned to "the main street." This was the lull before the storm, for the summer of 1936 saw two cooperators elected along with a railroad employee who somewhat represented business, but as a Catholic, received the solid support of that group also. The board maintained a co-op majority through 1940.

During this period, the Teachers Federation came into active existence, an addition was built to Lincoln school, the superintendent became a candidate for Congress in the Farmer-Labor party primaries, changes were made in the curriculum, the marking system was revised, and many school and community projects were actively carried on. The Farmer-Labor party was defeated in the state elections of 1938 and many conservatives in the village said that now "was the time to get rid of the 'reds' in the school." In the spring of 1941, two businessmen were elected to the three-year terms, one for a one-year unexpired vacancy, and a middle-of-the-roader to an unexpired two-year term. The board was split on the main street and co-op matters, but a majority still backed the superintendent.

One of the men elected was the former manager of the Floodwood Timber and Mercantile Company who had sold his business and with more time on his hands had realized an ambition to get on the board of education. Another candidate elected was a banker who had not been in the community very long. These two were opposed to the "co-op" control, but their campaign was based largely on "the need for some business brains on the board." The question of opposition to the superintendent was kept out of the campaign. Some of the people in the community joked about the matter as they said it would be a good education for the former "merc" manager to get on the board as he would find out there wasn't much he could do about cutting the budget; that the superintendent would get him in line pretty soon. Under the continuing contract law, it would require four votes to terminate a contract. Since the board would be split three and three, such a motion would fail of a majority.

At this point, it did not appear that the firing of the superintendent was an issue in the community. He had a great deal of support, but there was a strong "main street" opposition to several members of the staff and to the high school principal in particular. The principal was an active supporter of the cooperatives, a farmer-laborite in politics and a liberal thinker generally. The "red" association was used freely. Some people felt the school had no business meddling in community affairs, and they were provoked at Ralph Grant, agriculture instructor, running for the village council. They were also opposed to his working for the creamery on the artificial insemination of cattle.

Some members of the village council were angry because the school board had acquired title to the land along the river for a recreational area, park, and tree nursery. They thought this should have been acquired by the village. There was opposition to the school because of Carl Johnson's survey of village wells made by the science classes. Sharp opposition was directed against the Teachers Union and against the board and the superintendent for negotiating with the union. "Main street" was anti-union.

During the campaign, the board was criticized for allowing the building to be used by so many community groups. They said the school building was lit up "like a Christmas tree too much of the time," too much money was spent by the board which did whatever the superintendent wanted. As the board had been a co-op majority board for the past four years, poor management was laid at their door and there were hints that all the expenditures had not been legal. This hint became a reality when a complaint was entered in district court on November 12, 1941, against four former members of the board and the superintendent charging misappropriation of funds. After a local taxpayer had withdrawn from the suit in favor of an out-of-town party owning property in the district, a hearing was held on the case and the action was dismissed by the district Judge for lack of evidence. Direct connection with local backers of the suit was established when the deputy county auditor told the superintendent that one of the businessmen came into the county auditor's office to look for a parcel of land which could be bought for taxes. According to the evidence cited in court, the plaintiff did not own any property in the district on November 12, 1941, when the original suit was filed. He became a taxpayer when he bought a parcel of land on December 2, 1941.

He became the substitute in the case the following day, December 3.

In November of 1941, the superintendent and a few associates purchased the *Rural Forum*, a weekly newspaper in Floodwood. The columns of the paper were later used to inform the public of the action against the school board and the superintendent. The superintendent had openly stated on a number of occasions that he knew certain people in the village were backing the lawsuit.

On January 13, 1942, a newly elected board member, who was a banker in the village, resigned from the board. As the lawsuit had to wait for the fall calendar, not much was said about the matter during the election of 1942 and two former members were re-elected with a comparatively low turnout of ninety-four voters. There were no opposition candidates.

Community temperatures soared the next spring, however, when 470 voters turned out. The issues were the same as those in 1941. The matter of school and creamery cooperation was raised particularly by a local buyer for a creamery in a neighboring town. He appeared before the board of education to protest the continued employment of the evening school vocational agriculture instructor. He charged that the school was helping the creamery compete against private business. The private buyer became a candidate for the board along with the local doctor and the wife of the postmaster. The latter two criticized the school program as being "play school." The third candidate filed for the vacancy created by the resignation of the former "Merc" manger, who had given ill-health as his reason for leaving the board.

The issues centered around the program of studies, with the opposing candidates charging that graduates of the school were not adequately prepared for college. They also kept the expenditure issue alive. The superintendent wrote a half-page editorial in the local paper which came out the weekend preceding the election. In it he stated that up to that time, not one Floodwood graduate had ever failed in any college or university. He tied the current campaign with the backers of the unsuccessful lawsuit and charged the candidates were trying to inject politics into the running of the school. The candidates backed by supporters of the school won by a sixty vote margin. The opposition to the school subsided during the war as people's thoughts were directed to other things and as many of the controversial figures on the

school staff left for military service or for other positions. The vote was light in the next four years.

Old feuds flared up in the winter of 1947 and 1948 as new fuel was added to the opposition fires which smoldered during the war years. After the superintendent returned from military service in the spring of 1946, the acting superintendent, K. O. Hovet, went to the university to complete his doctoral study. As assistant to Dr. Nelson Bossing, he was in a position to advise the Floodwood school, in particular, after it became one of the Six-School Curriculum Development Study. To finance the consultative service, the board allocated a small monthly allowance for a director of community-school curriculum for the year 1946-47. From that time on, there was close cooperation with the University of Minnesota. Dr. Bossing and his assistant made trips to Floodwood at least once a month. The board paid Dr. Bossing mileage and his expense for these trips.

During the war years, several new businessmen had moved into Floodwood. There was a new druggist, a new bank cashier, hired by the out-of-town bank owners, a new peat plant manager, a new implement dealer, a new filling station operator, and a new residence maintenance man for the public utility serving Floodwood. In addition, three young businessmen returned to Floodwood from military service or from war work with wives they had married from various parts of the country. There were also many new farm families that had moved in replacing the original settlers who had retired to live in the village or who were deceased. Together they made a sizeable group and constituted an influx in population of some proportion in such a small village. This group, along with older residents of the village who had been previously critical of the school, joined together in the winter of 1947-48. They held meetings which were open to selected persons only. Information which leaked out of these meetings emphasized a growing criticism of the general education program. "Too much general and not enough education," they said. This same source mentioned criticism of students who were seen downtown too much, too many trips to the woods, too much play activity, and a lack of discipline in the school.

During the war years, it had been necessary to use substitute teachers to fill positions. Several of them were from the community, and in each case, these individuals did have difficulty in controlling the behavior of the students in their classrooms. One

classic example of the way in which one of these old-timers tried to maintain control occurred when a teacher told the students to put their heads on their desks and "pray to Jesus to make you be good." Even though these somewhat outdated substitutes were the ones who brought on the justified criticism that pupils got out of control, their husbands and relatives were among the most active in the "Committee for Better Education" organized to oppose the school.

The committee backed two candidates for the election in the spring of 1948. They were opposed by the one member who had served longest on the board and who openly supported the school program. His running mate was a young woman who had headed up the Parent Study Club which was making a study of the school program. She was at first critical and later supported the school program. The election turned out an all-time high of 703 persons which selected a candidate from each ticket. The vote was close with only 28 votes between the top winner and the loser. The superintendent interpreted the results as "very close to a repudiation of my efforts in the Floodwood school."

The peat plant manager, who was defeated, had spent much of his time during that winter agitating against the school. He had very little work to do and spent much of his time in the coffee shops and bars. He admitted to a businessman that he had to have some excitement and although he did not know what was going on in school, he considered it fair game.

The points of issue which emerged were caused by: a long standing opposition to the school on the part of some business interests in the village who criticized the close relationship between certain school staff members and the cooperatives; a lack of understanding of the purpose of the general education program of the school; an influx of outsiders into the community who needed some activity to achieve status; failure on the part of the faculty and the board to realize the seriousness of what was considered minority criticism; a reaction to poor teaching by unqualified substitutes and some beginning teachers; dissension within the ranks of the cooperatives which precluded unified support; failure on the part of the farmers to take some of the criticism seriously; opposition to the change in the school program by young college graduates who had come through the high school during the years when the traditional program was in effect; general misunderstanding and opposition to the report card adopted by the faculty; opposition of some young married

couples who had dropped out of school to work during the years when a traditional failure policy was maintained: and to charges of subversive activity resulting from criticism of the "Design for America" project carried on by Dr. Theodore Brameld in 1943-44.

After partial success, the Better Education Committee continued to be active through 1948-49. They held more or less regular meetings although it is impossible to document the discussion since outsiders were not permitted. In a small town, however, nothing is entirely secret, so much came out from the discussions. The only tangible record was the election material put out by the committee.

The board member elected in the fall of 1948 to represent this group died suddenly in the fall of 1948, and a local hotel owner, considered to be a middle-of-the-roader, was appointed to fill the vacancy. The control of the board remained in the hands of the liberal group.

The Committee for Better Education sponsored a slate of candidates in the spring of 1949. One was a graduate of the high school in Floodwood in the late twenties who had gone on to finish a college course in forestry at the University of Minnesota. After working in this field for years, he came back to Floodwood after the war in 1945 to start a business. He brought with him a wife from the deep south. The other candidate was a young man who had dropped out of school to help work at home in the fall of 1924. He was farming the old place in 1948-49. The Better Education Committee also endorsed the hotel owner for the unexpired vacancy.

The school supporters were quite disorganized and only at the last minute did three people file for office. Two of them were women who had been active in the Parent Study Club and the third was a young farmer who had moved into the community after the war.

The Better Education Committee put on a well-organized and financed campaign. One of the broadsides mailed to all boxholders in the district listed six items, titled "What we want in our educational system at Floodwood, Minnesota." It was a temperate well-worded statement designed to leave the impression that what was being asked for was not then in existence in the school program. There was no sharp language and no charges leveled at anyone. Their program was almost an endorsement of the ideas which the school had been developing, but this was left

unsaid. The implication was that their program was something new.

In an attempt to reach the public, the faculty inserted a statement in the weekly paper explaining that the program asked for by the Better Education Committee was already in existence. They also tried to clear up misunderstandings regarding the college entrance of high school graduates. The teachers again invited parents to visit the school and find out the facts for themselves. The Better Education Committee rose to answer the teachers' report by putting out a last minute circular. This time they did criticize, not the faculty, but the administration "for using the teachers' union to further the cause of an undesirable experimental curriculum." The critics expressed opposition to breaking down subject matter lines and to the method of marking which was not competitive. In spite of efforts to explain the fact of research at parent-teachers meetings, at Parents' Study Club, and through the columns of the weekly newspaper, a hard core of the group of critics would have none of it. This attitude is best expressed by a statement made by the new banker, who was president of the newly organized committee, when he said, "I don't give a damn what the facts are, I want separate subjects and a report card which marks the children on the basis of competitive grades."

The election failed to get the turnout of the previous record year, but 498 voters came out to elect the entire slate of the Better Education Committee. Only two of those elected were openly opposed to the school program. The hotel manager who was reelected with the support of the critics of the school program was in sympathy with the program as verified by his voting record on the board during 1948-49. The other incumbent members had also approved each step taken.

A teacher once said that people may die of a variety of reasons in Floodwood, but they do not die of boredom. There were five high tension points in the history of the school from 1925 through June of 1949. The first fell between 1931 and 1933, when the farm representatives came on the board; the second, in 1936 when the cooperatives and liberals took a five-man majority of the board; a third, in 1941 when business backed candidates tried to win back control; the fourth in 1943 when this happened a second time and they were defeated; and fifth in 1949 when the Better Education Committee organized to gain control of the board in opposition to the general education program. Their efforts left a divided board.

Follow-up Study of the Graduates of the Floodwood Community School of the Years 1926 to 1946

A study of the graduates of the Floodwood Community School was begun by Clifford Bertram, principal, in 1946. It was intended to ascertain what the graduates thought about the school and to gather some information about their present interests.

The ninth-grade general education class under Arthur Adkins in 1949 undertook to complete the study as a class project in their study of the community and as a service to the school. Records and questionnaires for the study were made available from the superintendent's office. Mrs. Vienna Stageberg, office secretary, Mrs. Ellen Martimo, commercial teacher, Mr. Bertram and the superintendent assisted in the preliminary work. Questionnaires were sent to 508 graduates. From the tabulations of data tables were constructed on the length of time required to complete high school; sizes of cities and towns in which the graduates lived; occupations; training since leaving high school; subjects of most help in daily life; subjects of least help in daily life; subjects liked most and subjects liked least; and how much the school was of help to each individual student. A summary of the information not tabulated was made which included birthplace, nationality, religious preference, further training, participation in social and religious organizations, hobbies, magazines read regularly, recreation favored, occupations liked, and information regarding a vocational choice from someone outside the school or home. Excerpts of comments written on the backs of the questionnaries by the graduates were also tabulated in the final report.

Of those graduating between 1926 and 1946, most of the students were living in towns and cities. In 1949, only 22 percent had remained on the home farm. More than half the girls were homemakers and 15 percent were in commercial occupations. About 35 percent of the females were headed for professional occupations, mainly nursing. Nearly 40 percent of the males were in various trades or service occupations. A third of the males were in agriculture or related business. Only ten percent of males and females had continued their education in college, but almost half of the entire group had taken some kind of training such as short courses, evening schools, armed forces and trade training.

When asked how much the school had helped them in other than academic subjects, response gave a clear indication of areas of needed improvement in the school program. Answers also pointed up where the program was successful. Areas in which

they felt they had "much" help were interest in further education, good books and references and athletics. Areas in which they felt they had little or no help were in the development of special abilities, choice of an occupation, use of leisure time and appreciation of the theater and movies. By and large, however, on the twenty items listed, the largest percentages of the students considered that the school had been of "some" help.

The results of this survey were instrumental in convincing the faculty to move in the direction of a general education program with emphasis on the special interests in academic subjects.

The comments written on the questionnaire revealed a widespread of attitude. They came from students who were in attendance over a 20-year period before the shift to the community school concept. Some representative comments are:

> "I believe that in schools today, there must be ample classes in learning to choose vocations, human relations — getting along in life — homemaking — health habits, including classes for high school students on sex."

> "I do not believe in compulsory classes in ancient history and the study of Shakespeare when our country has so much hunger and dire need for good, honest, hard-working citizens. I would replace these classes with modern problems toward modern living and community betterment, from which the knowledge could be applied to all days beyond graduation."

> "Experience in teaching at the college level has shown that most high schools are decidedly deficient in the mathematical training given in preparation for further study in the sciences."

> "In my opinion, my education was not practical enough. When faced with a broken down washing machine, light switch, etc., we can't meet the situation."

> "Students with artistic and literary ability are not given as much opportunity in developing themselves as those who are interested in music or dramatics."

> "The biggest asset of an education is wealth of reference material that becomes available with the knowledge of how to use it."

> "You stress too much about going on to school after graduating from high school."

"I felt my courses should have been more interesting for us slower ones."

"Young people in high school like the subjects that are taught by doing . . . things we could do with our hands."

"We would not remember many of the facts we memorized, but would always need to think clearly."

"I wish there was some sort of practice in real student government. I was president of the so-called Student Council, but I feel we learned nothing and were not aided so that we could contribute constructively to the school."

"Less training on 'factual materials' and more on 'abilities' which would actually prepare me to face life's various problems."

"Better training in the fundamentals — reading, writing, spelling, and mathematics."

"I think the greatest need in the school now and when I was in school is discipline."

The study completed by ninth-grade class members was a confirmation of observations and feedback which had been occurring since the early thirties. Most of the parents were of a practical turn of mind. For example, Joe Czarneski said, "Why you teach my girl French? That no help her to milk the cows." Interviews with students returning from advanced education often brought the comment, "You should have made me study harder when I was in high school." As the problem-solving approach became more utilized in the community school, feedback from colleges showed that the graduates were more skilled in using the library and reference materials, were capable of independent study and were more self-reliant. Those who went on to college often said that they had to work hard, but the fact is, that they had learned how to work and study.

During the year 1944-45, Dr. Theodore Brameld of the University of Minnesota conducted a study involving members of the junior and senior classes. Instead of concentration upon a study of past society, the students sought answers to the question, "What kind of a society do we as young citizens want to build for tomorrow?" The study lasted for four and a half months. The

students devoted a part of each school day to problems which involved all fields of learning. They read divergent points of view on controversial political and social issues. They studied science and the fine arts, not as isolated subjects, but as forces in the building of the society of tomorrow.

Thirty-two years later, a follow-up study was conducted to determine the reactions of those classes to the results of the study. The tricks that memory plays were illustrated by one comment that the program lasted for two years, rather than the four and a half months. After 32 years, some of the students had confused the Brameld study with the General Education program which was not instituted until after World War II in 1946. One former student thought the purpose of the program was to convert the students to Communism. Another in referring to that fear said that if that were the case, at least not one of the students ever became a Communist. On balance, the former student evaluation was mixed with critical comments on the way the study was conducted to favorable reactions indicating a broadening of horizons and perspective.

Throughout the thirties, the schedule of subjects remained in the traditional style except that teachers felt free to combine classes or to extend their periods in order to complete projects or activities. The class schedule was very flexible.

Beginning in 1946, the schedule was altered to provide two four-hour periods with combined subjects into what was called the General Education program which has been previously described in Chapter III. There were high and low points of success in a program which was constantly shifting as new interests were uncovered. At any rate, the General Education program provoked intense interest in education in the community. It is also ironic that some of the most severe critics were the very people for whom the program was designed and for their children who were the beneficiaries. One such parent made a significant comment when he said, "There must be something wrong with the program because my boy likes to go to school and that's not natural."

chapter V
Community Schools and General Education

Giving genuine purpose to education has posed an educational dilemma to educators and to parents alike. Many parents are perplexed over the lack of interest in study on the part of their children. Often they are motivated only by the desire to please their parents by bringing home good grades rather than in the satisfaction they might derive from learning. Students need to gain immediate satisfaction for their learning efforts in addition to that which may result from the approval of their parents and teachers. Children have a natural curiosity which must be satisfied by solving real problems and dealing with issues which have an immediate concern to them. Learning is best achieved when the student learns the needed fundamentals as a process in problem solving. The problems must have meaning for the student and are related to his or her interests. Identifying and building learning experiences based on those interests are what teaching and learning are all about.

Throughout the years, schools have borne the brunt of criticism for a variety of reasons, from being ungodly to failing to teach the 3 R's. Schools are still very close to the people as they should be. Funds for education remain one of the few public budgets subject in large part to the vote of the people. Schools and churches are two social institutions which are directly subject to veto or support by their constituents. Perhaps, the only difference is that schools must exist without any support from on High.

Critics appear cyclically to charge that schools are ineffective. There may be a certain substance to these charges. If schools are ineffective, those in control should shoulder the blame. And who is in control? Is not control of our schools in the hands of those who vote for or fail to vote for funds to support good schools? In keeping with the commendable principle of local support, is it not the parent and taxpayer of every school district who must assume the responsibility for failure?

Teachers and other professional educators can only do for the students that which the power structure of the community will permit. Educational reports and research going back as far as 1911 indicate that educators have known how to organize better teaching and learning than the public is willing to permit. Parents who resist changes in curriculum organization are largely responsible for the unchallenged fact that schools are not doing as good a job of educating the youth as would be possible if current professional educational knowledge was allowed a free hand. Fortunately, there are many schools in many states where this freedom does exist and the results attained in such schools is heartening. One of the main obstacles is still the parent who wistfully complains, "But that is not the way we did it when I went to school." And what "we" did when that parent went to school may be the precise reason why that parent cannot submit to change.

A brilliant young graduate of the Floodwood high school put it succinctly in a letter to the editor of the *Floodwood Forum* when he said in effect that the people who resisted changes in the curriculum in the school must not themselves have had a very good education in the "old school." The fact that so many parents across the land are steeped in a paralyzing commitment to the status quo will continue to keep schools from being effective unless broad programs of community education and involvement can be brought about. More parent involvement in program planning and evaluation may be one of the most constructive answers to poor performance, juvenile delinquency, school violence and student apathy.

There are a great many students who undoubtedly perform well in an academically oriented educational program. These are students who are motivated by family training, peer relationship, and community academic traditions and have high intellectual abilities. For such students, the typical academic program of a traditional high school may be a suitable solution for their educa-

tional needs. Unfortunately, many students with top intellectual capacities are not challenged by the typical subject offerings. Alternative high school programs have been instituted in many districts to provide special interest studies.

The problem of providing suitable educational offerings for the student population today is vastly different from the days when current high school programs were initiated. Back in the early 1900s, only 10 to 15 percent of elementary students enrolled in a high school. Social, economic and political conditions have reversed these percentages. Now, approximately 90 percent of elementary students continue into high school. This has called for a revolutionary change in the way that teaching and learning is organized.

Community Centered Education

One of the most promising means of meeting the needs of all youth, motivated or not, is a community centered program. Interest in learning can be developed and basic skills learned through participation in community developed projects and study projects arising from student interests and needs. It would be a means of providing effective education in a community where a low percentage of the high school graduates benefit from the typical college preparatory program. Community schools have been in operation in many places in varying degrees since the early 1930s. They were common during the Depression when key words were "unemployment" and "jobless." These terms are still appropriate.

The basic philosophy of the community school makes sense in any community, whether poor or affluent. Its environment and conditions are those under which learning can take place, not where a "learn or else" climate prevails. It provides learning and growth activities for the 60 to 65 percent of high school youth who need occupational orientation and preparation instead of the traditional college preparatory programs. Also, experience has shown that graduates of a community school program equal or excel their counterparts when they do go to college.

The community school concept can be adapted to both large and small communities. Any reference to the size of a school may trigger a hot debate in educational circles these days. The only problem with small schools is that they are, for the most part, mini-copies of large schools. This is a mistake. Smaller

schools should be justified by the unique contributions only they can make.

Community Need Is Key

The curriculum of the community school is centered around the problems of the community, discovered through studies and surveys conducted by the students themselves or in cooperation with community governmental and civic agencies. High school students can and will apply themselves to the problems which meet their interests. Subject matter is learned in conjunction with skills needed to reach decisions and to solve problems. Knowledge is applied to problem solving and this can be and is exciting to youngsters and adults alike.

The central theme of a community school would be the development of effective citizenship in a democratic society. Citizenship skills are best learned through participation. In a community school, the practice of citizenship is realized through participation of students in student government and in planning and in decision-making relative to their educational experience. This cannot be accomplished in a course in civics.

Community Resources

In the community school, the people of the community are resources for the school — individuals with a wide range of personal skills and experience can be a rich source of inspiration as well as factual knowledge for young people. These contacts, more than anything else, may open up young people's interest in the future planning of their lives. The community school emphasizes teacher-pupil-parent planning of learning experiences. It places heavy emphasis on parent-teacher conferences and planning with community agencies.

A community school will be open until midnight to provide many basic activities for parents as well as for the out-of-school youths who need to be either given initial education or to be retrained. Involvement of adults in an educational program can do more oftentimes than any public relations program to engender community support for the financing of education. They will become strong supporters of a program which makes sense to them.

Many skillful and dedicated teachers try under current secondary school systems to individualize the instruction for students who have a wide range of needs. Many teachers, who know that the student is not interested in the college preparatory program, do a remarkable job of keeping the student in school by patience, understanding, and sometimes personal appeal. The community school would make these teachers' jobs easier and their efforts more effective.

Future Voters

Finally, there is the lurking thought that the reason so many adults react unfavorably to projects for school improvement and tax levies is because their memories of school are so unpleasant. It may be a frightening thought, but it is logical that students who flunked out or were carried on the rolls until they became old enough to drop out, can see little reason for voting to maintain an institution which provided them with an unpleasant experience. We may now be doing a very good job of nurturing "no" votes by future adult voters.

A New "Old Idea"

For more than fifty years, constructive critics of our educational system have been saying that the traditional college preparatory nature of the secondary education program is not structured to meet the needs of the majority of American youth. Writers ranging from Dewey to Silberman have echoed some aspect of the deficiencies of the way learning experiences are planned and organized for our youth.

The recent move toward "experimental schools," "alternative schools," "informal education," "individualized instruction," "parkway schools," "open schools," as well as a re-examination of the eight-year study appear to confirm Paul Mort's contention that it takes fifty years to get acceptance and adoption of a new educational practice.

For whatever reason, increased educational criticism could provide the basis for the re-examination of an antiquated educational system which is obviously not geared to meet the problems of the times. These problems lay in our primary social units of the family, and those secondary units of the community and its

segments. The drive for an organized approach to community education is one of the most hopeful signs of the times.

The community school, *not just a neighborhood school*, is a concept which has been tested since the early thirties. The concept of the community school is broad. It is more than adult education and recreation and cultural programs for the adults, although these elements are especially important. The community school embraces all the learning and living activities not only of adults and out-of-school youth, but it starts primarily in the elementary and secondary schools. It is an old approach to learning how to live together in a community which may embrace the globe.

The Community School — A Modern Solution To An Old Problem

The recent emphasis on vocational education has been a helpful sign toward solving the problems of many of our youth. There is, however, a middle stage which must recognize the needs of a group of uncommitted, unmotivated, and often rebellious youth who are not interested in a college career or a vocational training program. The community school approach is equally effective for youth of all interests and motivations. However, since some parents will continue to insist on college preparatory programs and since a sizeable percentage of the youth may not be ready for a systematic vocational program, it is conceivable that American education can leave in a void a sizeable group of those described as "unmotivated." It is this group who help lower the scores on national tests. They are the ones who cannot read or spell well.

The community school is a flexible concept which can be adapted to the needs of a segment of our future citizens not now being served either by college prep programs or vocational training. The learning experiences which are basic to the community school can be identified as a general education program. This can be easily incorporated into the existing junior high and high school programs, or into the joint vocational school programs. It calls for no new buildings or special equipment. It does call for new attitudes on the part of school personnel.

Objectives

Basic objectives of the program would be:

- — Relate learning experience to life in the community with emphasis on citizenship training and knowledge of community resources.
- — Give students an opportunity to participate in neighborhood and community improvement activities.
- — Provide instruction, as needed, on personal care and grooming.
- — Motivate students to take advantage of school offerings which can lead to employment or self-improvement.
- — Provide an opportunity for training in citizenship through participation in student self-government.
- — Acquaint students with employment possibilities and requirements.
- — Provide intensive guidance and counseling.
- — Develop competence in any major skill area in which students are deficient, such as reading, speaking, writing, and mathematics. Systematic subject matter can be taught in response to identified needs.
- — Maintain continuous growth based on expanded interests.

The Students

Prospective students for this program may be easily identified by their teachers as the disinterested, the rebellious or the alienated. Not so easily identifed are those who are conforming to school standards but are not receiving the kind of education they need. Some may be presently enrolled in a course of study but have little motivation or interest. Others may be underachievers or slow learners. Yet, others may be inaccurately labelled "slow learners" when in truth they have received little encouragement at home or school to consider education as a meaningful activity.

Guidance counselors may identify others who are outwardly conforming and meeting program standards but who have no firm goals.

The students in any community can have their needs met in a community school program using a general education approach. It can be made to work for the superior intellect and fo those

with lower intellect. It can give purpose for the highly motivated and it can develop interest in the less motivated students.

General Policies

A statement of policy which would encompass this program might read: "The school program should be made to play a more important role in actual community development and in some way the community should be brought to the school as:

1. The school is a vital part of the community and in every possible way assists in solving the social and economic problems of the community.
2. Community resources and community problems are essential instructional materials for the school and are extensively used in developing subject-activity units.
3. The principle of democracy is realized in practice through parent-teacher-pupil planning of all phases of school-community subject-activity units.
4. The school makes its unique and necessary contribution to citizenship in state, nation and world by giving students developmental experiences in school-community citizenship activities.
5. Since distance has vanished in the modern age, the term "community" as here used embraces the concept of the world as a larger community of communities and the local community as one aspect of the larger each contributing to the other toward building and enriching community life.

General Operating Principles

Introduction of a general education program into a school setting would require certain changes, or at least flexibility, in the operation and organization of the school. How drastic the changes would be depends on whether or not the school is basically student-centered. In the school that will bend, the organizational pattern to accommodate student needs, there will be little need for change. In the school that holds rigidly to program rules and regulations, the change will be greater. It will require a further adjustment in, and perhaps modification of elementary-junior high and high school standards adopted by the Department of Education.

A few of the operating principles which will need to be observed to make the general education concept responsive to student needs are:

1. Freedom of student movement from one program to another. The general education program must be able to guide a youngster into vocational education or college preparatory courses when the youngster is ready or wishes to try another program. The school must be prepared to accept the fact that more than one attempt at transferal may be necessary for some youngsters. Mistakes or mis-starts should not be viewed as "last chances" and no youngster should be denied the chance to try again.
2. Well-staffed guidance and counseling programs with provision for counselors to enter into instructional planning for the students.
3. Home-school visitations with emphasis on cooperation with social workers and others.
4. Freedom for teachers to plan and prepare special instruction during school hours. This will be particularly important to the general education teachers who may have to devise instructional materials not available commercially. In addition, much of the instruction may take the form of student projects and teachers will need time to meet with students on an individual basis or in small groups.
5. Opportunities for student self-government. A large part of the citizenship training for the student in general education must consist of actual practice in democratic procedures.
6. Team teaching may be utilized as a means of bringing together a group of teachers skilled in a particular subject who may work together either in large or small group situations, depending upon the particular material being studied or projects which may be developing.
7. Use of community advisory committees. Because general education will emphasize participation in the life of the community and local employment opportunities, the schools will want to maintain close ties with citizens in the communities who have an interest in the students and the community in which they live.
8. Adult education programs. Adult education courses could well be an extension of the general education program since both are attempts to help participants improve basic skills

and enrich their lives. The theme of non-academic practical instruction runs through both programs.

9. Extensive library and reference materials for independent reading and study.
10. Modern teaching aids, including films and filmstrips, as well as teaching machines and taped lessons. The general education student, perhaps more than others, will benefit from materials presented in more graphic ways than the textbook page.
11. Flexibility of State Department of Education regulations. Because the teachers in general education will design units to capture the interest of disinterested students, it is likely that some of their teaching may be considered unorthodox. The state should be able to permit teachers to try the untried even if it does not conform to state regulations for hours in the classroom or if personnel other than certified teachers can best provide instruction at certain times. The schools should certainly be able to provide an educationally sound reason for deviation, but provision should be made at the state level to consider these deviations promptly.
12. Provision for innovations and experiments. The school should be prepared to see the general education staff undertake many new teaching techniques. Ideally, teachers will move outside the self-contained classroom to include large group lectures, small group workshops, field trips and school-community projects in the curriculum.
13. Provision for job placement official. The schools should have a skilled personnel official who will assist in job placement, in relations with employers for work-study experiences, and with final job entry. This official will also head up the follow-up program and assist in the final evaluation of the total program.

Faculty Requirements

The success of a general education program will depend in large measure on the faculty. In addition to competence in their subject matter, the teachers chosen to participate in this program will need an extra degree of sensitivity toward adolescent difficulties and the problems faced by this particular group of students. Teachers with preparation in English, social studies, and general science would make the best prospects for this assignment. Prob-

ably these teachers should have a strong background in psychology and sociology.

For maximum effectiveness, these teachers must be prepared to give an occupational orientation to their subject matter. The English teacher must not expect these students to respond to the wonders of English literature as college-bound students might. At the same time, he is not teaching a group of slow-learners. Magazine and newspaper reading and the comprehension of written instruction are more appropriate to these students.

The faculty in the general education program needs to have a sincere desire to help the students. This requires an attitude of acceptance toward the children regardless of their condition. It requires sympathy and compassion toward people who are not yet ready to accept responsibilities which can be expected of more advanced students.

The teachers should have an understanding of social science methodology in making surveys of existing conditions, or of existing attitudes which will be used as a basis for developing learning experiences for the students.

They must have developed the skill to evaluate students in terms of progress as related to their previous condition rather than in terms of some artificial group norm.

More than in the traditional school program, teachers should be willing to plan and teach cooperatively. All the skills should be taught in terms of actual use and practicality. In illustration, if the teachers work cooperatively in a team situation, reports written on a project involving the study of government could be used as a basis for improvement of the English usage.

Certainly the guidance counselor should be an important part of the teaching team. He should be involved in planning the program, should understand the goals, and should be prepared to help students make decisions about their future learning activities.

Supportive Educational Services

In order to take care of the varied needs of the students, it will be necessary to have available a number of supportive staff members who will be available either part-time or full-time to assist the group instructors with problems as they arise. Some of the supportive educational services needed are: psychologists, guidance specialists, counselors, learning diagnosticians, school social workers, and placement officials.

The Curriculum

The general education curriculum will face a dual problem. It must seek to motivate young people who have not been motivated by existing programs, and it must be individualized so that a student may progress more rapidly and move into other programs should he wish to do so. For these reasons, it cannot be a watered down version of what the student encountered in other junior and senior high school classrooms. The program should be prepared to serve some students for all four years.

The following are some general principles which should govern the teaching in all courses.

Learning activities should stress what young people need and want to know. The criterion for all instruction units should be, "Will this help the student in day-to-day life situations?"

Teachers should be familiar with the interests of students because it is often this discovery which can lead to preparation of meaningful learning experiences. They should be especially knowledgeable about the socio-economic mix of the community and neighborhoods in which these students live. The students should be grouped as much as possible by age and grade. Social developments and outside interests are more likely to be similar. Group organization should have flexibility so individuals can be transferred as needed. The student groups should provide for some range of differences and are not expected to be strictly homogeneous.

Maximum student participation should be encouraged in planning learning experiences. For this group of youngsters, the packaged educational program apparently has not been satisfactory. There is reason to believe that, given the opportunity, they may be able to point out its deficiencies.

Because the high school may well be the last formal learning experience in the lives of these students, they should be given a thorough background in understanding the community, its government, and its problems. All activities should stress that knowledge which will help the young person accept the adult role quickly. Surveys and studies of community institutions provide a wealth of material for class projects. National and international affairs are of great importance to every citizen today and should not be overlooked in the curriculum.

Group work should encourage the student to take an active interest in community projects. Students should be free to initiate

their own neighborhood or community improvement projects.

The curriculum should encourage and accommodate the formation of special interest clubs such as science, electronics, drama, horticulture, recreation and sports, and music. Because this group of students is often composed of those who do not enter the school's extracurricular activities, a special effort within the curriculum is needed to encourage their participation. If this effort is viewed as part of the curriculum, such activities can be used to further classroom learning.

The curriculum for general education needs to be more responsive to the needs and aspirations of the young because the entire burden of initiating interest falls on it. Many students come to school with interests and ambitions already formulated because of family support and guidance. The students of general education will often be the ones who have received little or no direction or encouragement from the family.

Evaluation

Unless it is constantly evaluating its own effectiveness, the general education program will be as susceptible to failure in meeting needs as the other programs have been. Devices for evaluation should be built in from its inception. The best gauge of

Teachers should keep careful records of the number of students who enter, those who transfer to vocational education programs or return to the regular high school programs, and their successes and failures there. Post-school surveys should be made periodically in order to determine what happens to each student. The teacher should want to know the extent of participation in community life and employment records. In short, how well each student was prepared to adjust to adult responsibilities.

If the program is meeting the need, the results should be apparent in lower drop-out rates and higher employment of high school graduates. Less immediate, but no less real, results will be measured in the increased contribution of these young people to productive community life.

Evaluation might consist of records of youths in the community who are involved in police or court action, and the increase or decrease of juvenile delinquency.

The degree of community improvement in terms of housing, recreation, industry, business, as well as social and spiritual

values of the community might be used as a basis for evaluating this program.

The record of students in civic activities and participation in local government in future years will provide a long-range evaluation. Such matters as percentage of votes cast in the community, participation in election campaigns, offices held, and participation in civic organizations may be vital gauges in determining where the program has been successful.

The total incidence of crime and violence in the community should be studied and related to the former students in the program.

The record of welfare costs in the community should be studied over a period of years to determine the effect of the program upon the social and economic life of the community.

In-Service Program

An intensive in-service program for teachers will be needed in order to develop the understandings and techniques needed to teach in the program. Some of this in-service education can be in line with special education and others will be focused on learning more about the economic and social as well as the political aspects of the community and the lives of the students with whom they are working. Such in-service programs may require a special financial allocation in order to insure the success of the program.

Occupational Orientation

Every year, additional thousands and millions of dollars are appropriated to maintain a secondary school program which may be missing its mark. It is not that too much money is being spent on education, but for the wrong kind of education which does not prepare many of our youth for entry into useful occupations. Although the area of vocational training is important, it is not the same thing as occupational orientation. Occupational orientation presumes the development of attitudes toward work, not just the learning of specific skills. There is ample evidence to show that mere attendance at a school may destroy constructive attitudes on the part of many students rather than to develop them.

James Conant once said that "about 15 percent learn well by books and study in an academic setting, and these can opt for

high school. Most, including most of the bright students, do better either on their own or as apprentices in activities that are for keeps, rather than through lessons. If their previous eight years had been spent in exploring their own bents and interests, rather than being continually interrupted to do other's assignments and other's schedules, more adolescents would have a clearer notion of what they are after, and many would have found their vocations."

Not a Dream but Reality

What has been described in this book is not the result of an impractical dream. Everything described herein has been successfully carried out in some school district in this nation. Many things described are being met with success in many places. This is not an impractical dream, but a description of a program which can bring reality to a society that is grappling for solutions to vexing community problems, to student protests that education is often not "relevant" and to a nation which sadly needs to reevaluate its commitment of education for all American youth so that democracy can survive.

Postscript

One might naturally wonder about what has happened in Floodwood in the past thirty years. What lasting effects of the Community School program can be seen in the community? Direct causal relationships are not easy to establish in the hard sciences and even more difficult in the social science areas. Whether the community prospered or failed because of or in spite of the educational program is a matter of debate. An objective examination of the current community does fit into the approach taken in this story.

The population of the village has remained fairly constant. The same is true of the rural areas.

The appearance of the village is vastly improved. Sidewalks and gutters have been installed. The village hall built largely with Works Progress Administration funds during the depression has been abandoned in favor of the building formerly used by the Floodwood Cooperative Creamery.

According to the Annual Financial Report of the City of Floodwood published in the February 28th issue of *The Forum*

the Municipal Liquor Store produced a net income of more than $32,000. It was the largest single item of income other than the General Fund. It has been a constant source of income for the municipality since it was established. Forty years earlier when faculty member Ralph Grant ran for the village council on a platform calling for a municipal liquor store the charge of "Communism" was brought forth by his opponents.

The sewage disposal facility has been enlarged and improved. Store fronts have been remodelled and modernized. A community center building serves the many local activity groups including the Senior Citizens group. A Senior Citizens housing unit has been built.

The Forum, a weekly newspaper, is still active and thriving and is now owned by Henry Raihala and wife Nancy. Henry is the son of the late M. W. Raihala, founder of the newspaper.

The economy of the area has changed. With the decline of the dairy industry the Floodwood Cooperative Creamery finally capitulated to increased marketing competition and quality regulations. Small farmers could not afford the expensive equipment required to meet quality sanitary standards. Competitive marketing made it increasingly difficult to market a local brand of butter. The creamery association was absorbed into a larger cooperative serving a larger area.

By 1975 Floodwood had become a "bedroom town" according to Frank O. Luoma, a native of the Cedar Valley township, as quoted in the *Cooperative Builder* in April of that year. Luoma said that the number of active dairy farms had been reduced to six in the area.

Three neighboring cities and the Mesabe Range are about an hour's drive away and many local residents commute to work there. The population has remained at a steady level of about 650 in the village.

During the past thirty years there have been two additions to the school building. The annual financial budget for the school district in 1936-37 was $41,905.10. In January 1979 *The Forum* published the budget of the school district 1978-79 to be $1,108,995. Revenue from local sources amounted to $349,314 or 31.5 percent of the total. Most of the remaining revenue came from the state (49.7%) and federal (8.97%).

Over the years the educational program has reverted to a traditional format. The school is still a major factor in the community. High educational standards have been maintained. The life of the

community is still largely centered around the school. Of the projects described previously the school forest appears to still be maintained.

We started this narration with Jean New, the young Frenchman from Paris, France, who walked along the railroad right of way with a long rifle in the crook of his arm. He lived well into his nineties in his home on the Floodwood River. Before his death he requested that when he died he wanted to be cremated and asked that his ashes be scattered on the grounds of his home. After his death his wife followed his instructions.

Shortly after his death the community experienced a typical spring-time flood when the snows melted and the banks of the river were filled to overflowing. The Floodwood River covered the ground around the New home with two feet of water.

A resident commented that now Jean New's ashes had gone down the Floodwood River into the St. Louis River and on into Lake Superior into which it flows. The Great Lakes flow eventually into the Atlantic Ocean and who knows but by this time old Jean's ashes may have made their way back to the French shores from whence he came.

Appendix

A scholarly description of the Floodwood Community School program is contained in an article written for the Minnesota Education Journal by K. O. Hovet, in December, 1947.

Hovet was a former English instructor at Floodwood, then H. S. Principal and Acting Superintendent while Supt. Lewis E. Harris was on leave serving in the United States Navy Seabees. On Harris' return to Floodwood, Hovet left to continue graduate work at the University of Minnesota where he received his Ph.D. While at Minnesota he worked as part-time consultant to the Floodwood schools and wrote the following article which presents a comprehensive description of the evolution of the Floodwood Community School program:

Report on Floodwood — MEA Journal, December, 1947

The program of curriculum development from 1937 to 1949 in Floodwood is perhaps typical of the evolution of such programs in other schools. It is almost impossible to state historically that a specific development begins exactly here or there. First, there is

a period of questioning the existing programs of studies as being unsuited to the needs of either pupils or community, exclusively college preparatory, "out-of-date," or in need of complete overhauling. There is often a demand that the state department set up a "new curriculum" for schools to "follow." There are demands that schools be given more freedom to try their own plans. Teachers may have new courses they would like to teach, or they may wish to add to or subtract from certain subject-matter areas. Dissatisfaction with the marking system, with state-wide examinations, with the problem of student drop-outs, with failures and "standards," together with ideas about "democracy in education" — all these are characteristics of a faculty ready to go into a program of improving instruction and facilitating learning through continuous curriculum building.

During the early thirties, the Floodwood faculty began to have the free, vigorous discussions that have continued to the present time. Wise administrative leadership permitted any matter affecting the school to be open to faculty examination, criticism and discussion. Meetings have often been exciting, usually stimulating, and always demanding of the creative talents of the faculty. This free, and sometimes heated, exchange of ideas has been in large measure responsible for such progress, or change, as has taken place.

Similarly, student participation in school government now has a long history in Floodwood, and students have accepted increased responsibility through the years. Likewise, the participation of community leaders, especially committees working with the curriculum, increased as parents learned how their ideas could contribute to the school. In general, every possible means is utilized to draw out and apply the constructive ideas of pupils, teachers and parents.

The school district has also been blessed with a board of education which has consistently supported plans for improving the school. As in many schools, election campaigns have at times been sharp, board membership has changed, and decisions have not always been unanimous; but by and large over a period of years the record of the board shows a continuing and enlightened point of view. This sort of thing does not "just simply happen" in Floodwood or anywhere else. In order to maintain continuity, it has appeared intelligent at times to encourage citizens of leadership and ability to file for the board. Once continuity of high

purpose has been achieved, a board will take pride in its record and seek to maintain it.

One of the early developments in Floodwood was a critical examination of the marking system by the faculty. In attempting to devise an adequate marking system, the school moved, as curriculum practices changed, from numbers to "A-B-C-D-F," from letters to "satisfactory" and "unsatisfactory" based on ability, from the latter to numerous changes in report cards, and finally to making various kinds of reports to parents as the faculty decides or parents find valuable. Instead of rating the individual pupils as such, the faculty reports on the student's progress as being, for example, "fair," "steady" or "unusual." A report for a certain period of time may be devoted chiefly to an evaluation of the pupil's progress in attaining and practicing social skills, sometimes known as "good school citizenship." A later report may be concerned largely with the pupil's health and his health habits. A further report may deal with a pupil's achievement in his own special-interest, subject-matter areas. Reports are mailed to parents, and the old system of a standard report card every six weeks has been abandoned. It is not asserted that the new methods of reporting to parents are superior to the old methods but rather that the newer teaching procedures require new methods of reporting. The faculty is manifesting a keen awareness of the many aspects of evaluation and of the need to give parents information of real value concerning their children. The new method of reporting thus far appears to effect a greater amount of cooperation between parent and teacher for the welfare and progress of the individual child, and the use of the parent-teacher conference further intensifies a wholesome parent-teacher relationship.

Actual curriculum revision has proceeded slowly through the years and follows a pattern similar to the experiences of other schools. With the abandonment of compulsory state and board examinations, teachers felt free to introduce fresh material into the regular courses of study. These newer "units" were units only in the sense that they occupied a certain time unit of the school year, for instance, six weeks. They did, however, enrich the accepted courses of study if only because they required wider reading of students than the single textbook provided.

The faculty next began to set up committees to "integrate" instruction in broad areas like nutrition, health, or consumer edu-

cation, the last being a special during the "hard times" preceding World War II. Consumer education was divided up into "units" to be taught to classes in general science, home economics, social studies, and others as the situation warranted. There were faculty committees on health, conservation, consumer education, and similar areas. The faculty thus got its first glimpse of the arbitrary character of a curriculum organized in subject-matter classifications. There was no place for broader areas of human activity. The issue was not subject matter as such but the organization of a curriculum on the basis of arbitrary subject-matter categories.

The most stimulating and dynamic concept was the idea that Floodwood should work toward becoming a "community school." This involved at least three fundamental ideas namely, that the school should (1) participate in solving community problems, (2) make the greatest possible use of community resources for instructional purposes, and (3) engage in a wide variety of service-to-community activities. The school launched a broad program of school-community activities which continues to the present time with no end in sight. As far as the curriculum was affected, the faculty became more and more concerned about breaking down subject-matter barriers which could not be reconciled with the practical demands of the new program. Certain activities required more time than the sixty minutes allowed by the planners of the Carnegie unit about fifty years ago.

Many schemes were put into operation. Teachers tried "fusion" of subjects. Periods were alternated, exchanged, staggered, and split. Two or three classes often worked together on a project. Three of four grades, or the entire high school, cooperated in such ventures as tree planting. Faculty meetings were often devoted to scheduling the activities for that week, and teachers often had the guilty feeling that perhaps pupils were not "getting" enough organized subject matter from textbooks. Fusion, integration, or correlation, however valuable as intermediate steps, did not answer the problem of reconciling the aims of the school with the demands of a curriculum of organized subjects. A new concept of the curriculum was needed.

The next step was inevitable, and the admission of Floodwood into the Minnesota Cooperating School Curriculum Study was a happy facilitation of it. Subject-matter lines were further broken down during the school year 1946-47. During the past summer, the superintendent and five high-school teachers were enrolled in

the "Cooperating Schools Curriculum Workshop," with the high-school principal and other teachers in occasional attendance. The result was that the faculty was able to work out plans for a core curriculum in general education for grades 7-12, and the plan was put into operation at the beginning of this school year. Teachers voluntarily returned early for a week of preplanning.

Briefly, the plan provides a general education core program for two or three hours a day with the remaining time set aside for such special-interest activities as the pupils may select and the faculty may be able to handle. Although adjustments in scheduling have been made, the plan is to have students in grades 7-8-9-10 under one teacher for about three hours of the day and students in grades 11-12 under one teacher for two hours. Courses in home economics, agriculture, and commercial continue largely as heretofore, so the program can hardly be called revolutionary. The core program classes are called "General Education VII," "General Education VIII," and so on.

Teachers are moving slowly and feeling their way. As a guide in the general education classes, core curriculums already available are used, among them those of Virginia, Santa Barbara, and others. A small school has sufficient flexibility of organization so that problems of scope and sequence can be adjusted at faculty meetings. There is no assignment of specific areas of experience to each general education class. The achievement of sequence may be more a matter of ways and means, or method, than of organized and assigning specific areas of human activity to any one grade.

The special interest activities chosen by pupils tax the talent and ingenuity of the faculty. There are classes in mathematics, taxidermy, physics, radio, English, music, photography, art, shop — a wide variety of special interests which students may wish to pursue beyond or apart from the scope of the general education classes. The special interest groups may meet anywhere from half an hour to five hours a week. Students are beginning to understand the possibilities of special-interest classes and will choose a wide variety of activities as new interests are learned and as the faculty has breadth and richness of experience and knowledge.

Parents are evincing a lively interest in the program, and some are honestly concerned that their children "get" the things they ought to have, especially those parents of pupils preparing for

college. Whether it is "being" or "getting" that prepares a student for college is a disputable question. Nevertheless, knotty problems of public relations arise and have to be solved, and the school for years has tried to keep parents informed. Most of the problems that arise come from a lack of understanding of the aims and methods of modern education. If they cannot be solved with patience, they are usually solved in time.

Teachers have not been especially selected for the core program for the simple reason that not many such teachers are available. However, the regular subject-matter teachers have prepared themselves for general education teaching by means of study, faculty meeting, guidance from consultants, and participation in the curriculum workshop. For the past two years, teachers have also met early for a week of pre-planning. The core teachers have a variety of subject-matter backgrounds with majors in English, social studies, science, or mathematics. Students who go from grade seven through twelve will therefore have each year in general education a teacher with a different background and a consequent differentiation of emphasis. At the present stage of development it seems desirable to have core teachers with different subject-matter background.

The core type of program obviously demands that the entire faculty has to learn to work together congenially. Once an issue has been discussed and decided, a faculty must proceed as a unit to carry out the general decision. This is perhaps the chief difference, as far as the teacher is concerned, between the present program and the former subject-matter organization. In the latter, no teacher had either to know or care what took place in any other class. The present program simply asks teachers to apply to themselves what they require of students in teacher-pupil planning.

The school is breaking new ground at least in Minnesota education, and the teachers truly sense the elements of drama and excitement involved in their work. It is highly inspirational to attend a faculty meeting, to see a group of teachers freely requesting and receiving help from each other, to hear reports of what worked well or what failed, to observe the candor and sincerity with which problems of profound significance are discussed, and to feel the power that emanates from a group devoted to making a program function. This is faculty morale.

On the first day of school this fall, the acting president of the student council called the assembled high school to order and

presented the superintendent and then the principal to the student body. The two school officials had been duly instructed by the faculty as to what points to emphasize in their introductory speeches. After these opening exercises, the students proceeded to their classes for a half day. In the afternoon, the student council met to work out a tentative school citizenship code to serve until the new council officers could be elected and sworn in.

During the first week, schedules for the core groups were adjusted and special-interest groups organized - with about as much confusion as was expected. At the end of several weeks, the superintendent reported developments as on the whole satisfactory and commented that teachers were perhaps "working too hard." The high-school principal reported that student-body morale was on a level he had not expected to see reached until the end of the year. At all events, the program is off to a good start and in the hands of a faculty highly competent as a group to deal with problems as they arise.

"Dr. Harris illuminates, in his engaging style, important episodes in American education that are often overlooked in our sweeping generalizations about the way it was. His reflections on his professional career have the 'lived in' quality that breathe life and meaning into the history of education."

Paul R. Klohr, Professor, The Ohio State University

The work of Dr. Lewis Harris is a reminder that men and women of an earlier generation also worked earnestly and intelligently to confront the harshness of modern industrial society with humanistic educational practice. May we draw courage from his example.

The Graduate Students, Curriculum & Foundations,
College of Education, The Ohio State University

The reader has a treat in store. For the Harrises are people of courage and vision. They know of what they speak when they write of school and community. They have been there.

William Van Til
Coffman Distinguished Professor
Emeritus of Education
Indiana State University